CHAPTER 96

LEARNING AND DEVELOPMENT

(Sponsor: NAVY PEOPLE-PSP LD POL SO1)

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CHAPTER 96

LEARNING AND DEVELOPMENT

SECTION 1

ROYAL NAVY LEARNING AND DEVELOPMENT OVERVIEW

9601. Introduction

a. The Royal Navy recognises Learning and Development (L&D) as the golden thread to the through-life development of personnel. Through L&D we can develop agile and adaptive thinkers, capable of operating in complex environments and delivering operational effect. The provision of through-life development and life skills training helps to prepare our personnel to transition from the military into the national workforce. The Learning and Development Organisation (LDO) and wider P&T works to bring greater cohesion to the Service Person's individual development pathway.

b. It remains a command responsibility to ensure that personnel have the chance to access L&D opportunities and that 'time for learning' is prioritised wherever possible. Any individual who is engaged in L&D activity should be recognised within the reporting system for their educational endeavour, thus helping to encourage a L&D culture. There is a significant L&D offer within the RN and all personnel, regardless of rank, rate, or time in Service should aim to maximise the opportunities throughout their career and inspire those around them to develop.

c. This Chapter outlines the responsibilities and opportunities for L&D within the RN, aligned to MOD and RN L&D Strategy.

9602. Governance

a. Royal Navy Learning and Development is governed in accordance with BRd 2 Chapter 76.

b. Responsibility for the education of members of the Armed Forces rests with Commanders of all formations and units at their respective levels of command.

c. Responsibility for the provision of education services, within the framework of policy laid down by the Defence Council, rests with the Services' Directors of Education.

d. Deputy Director People Training is the RN Service Director of Education, responsible for delivery.

e. Responsibility for Education and Resettlement policy sits with Deputy Director People Strategy, executed through the People Policy Strategy and Plans team.

f. The Service's Directors of Education are responsible to their respective Principal Personnel Officers for the provision of Learning and Development policy and provision, and education and resettlement services in accordance with the requirements contained in BRd 3(1), Naval Personnel Management, Chapter 96, JSP 822 Defence Training and Education Policy and Guidance and JSP 534 the Tri-Service Resettlement and Employment Support Manual.

9603. Time for Learning

a. The RN places great importance on improving the general standard of education, learning and development of its people. The ability of our people to think in an agile and adaptive manner is an important force multiplier and contributor to operational capability. Education, in its broadest sense, is how mental agility can be developed and therefore personnel should be given the opportunity and encouragement to take full advantage of the diverse educational provision available.

b. Time for learning may be requested by any member of the RN once they are considered part of the trained strength. It can be requested for the attainment of knowledge or skills, or the experience of developmental activities. Where the individual resides in a training manning margin, for time to be considered as a duty it must be supported by the Chain of Command (CoC) and/or Career Manager (CM).

c. For those who are in their final two years of service, careful consideration should be given to time for learning over and above that which is supported through Graduated Resettlement Time (GRT). Return of service for funded L&D may be applicable in accordance with JSP 750.

d. The amount of time agreed as duty is dependent on the extent to which the L&D activity is contributing, or can be demonstrated to contribute to, the output of the RN. Whilst this may at times be difficult to establish, the following criteria are provided as guidance and should be fully supported where possible:

(1) Academic qualifications required for promotion – GCSE mathematics and English, or undergraduate courses leading to a recognised degree required for service reasons, including promotion.

(2) Courses or L&D which directly supports the role currently filled by the individual but not a requirement of pre-employment training – examples include qualifications or experiences deemed desirable within a job specification or role.

(3) Academic progression qualifications which are deemed likely to support future promotion or the development of an individual and which are identified and supported by a Learning Development Plan, supported by the CM.

(4) Elective Learning and Development that is fully funded by the RN and the time for learning does not impact on the operational output of a team or unit.

e. Elective education is defined as that which is undertaken at the behest of an individual, and not required for career or professional reasons. Notwithstanding this, elective education is supported by the RN and can be considered as personal, professional or in some cases both. Given the broad developmental benefits of elective education and where the needs of the Service allow, time for learning should be considered as a duty. The benefits to the service and individual include the following:

(1) Improvement of the overall skill-base of Naval personnel, which will provide a more flexible workforce better able to absorb professional training as required.

(2) Preparation for transition to civilian life which is not only to the benefit of the individual but to the greater UK skills base.

(3) Enhancing the RN's reputation as an employer of choice.

f. Where L&D activity/opportunity spans more than one assignment or where it is agreed before taking up an assignment, agreement must be sought from the CM and is to be recorded as a note on the Assignment Order for future employment. Should the opportunity or activity be no longer suitable/achievable/complementary to a particular role or assignment, the line manager or CM can revoke previous agreements, citing the Needs of the Service. This should be confirmed in writing by the individual's CM.

g. Where an individual considers that a line manager has not fairly assessed a reasonable request for Time for Learning to be classed as duty, the individual should speak in the first instance to an LDA within a L&D Hub (the issue will be escalated through the L&D Pol Team as required).

h. The Needs of the Service can restrict or curtail a L&D opportunity at any time, but due process should be followed.

SECTION 2

EDUCATIONAL OPPORTUNITINES AND FUNDING

9604. Learning Credits

a. **Standard Learning Credits.**

(1) SLCs provide support throughout a service person's career for multiple, small scale learning activities. The SLC funding is a yearly facility that allows an individual to claim 80% of course fees, up to a maximum of £175 a year; the remaining 20% must be met by the individual. It cannot be rolled over to the following year; as such any funds not used will be lost, but applications may still be made for the following year.

(2) The range of learning activities that can be undertaken using SLCs is broad and seeks to enable the learner to develop existing skill sets or gain new skills. Learning must be delivered by a recognised provider and must represent a legitimate learning activity. In accordance with JSP 822 Vol 9 there must be a clear rationale for the work related learning, which should be reflected in the individual's Personal Development Plan and Personal Development Record. EROs or local L&D Hubs can help build a case for learning, and wherever possible, the aim will be to support individuals in their studies.

(3) Where an individual is in the resettlement stage of their career, SLCs can be used in conjunction with the Individual Resettlement Training Cost (IRTC) grant and the learning should align with their resettlement goals. L&D Hub and Service Resettlement Advisers are to ensure individuals fully understand the learning opportunities available to them.

(4) The SLC scheme is open to all Regular and Reserve personnel and applications are to be submitted iaw JSP 822 through the L&D Hub L&D function within the MyNavy platform. It is important individuals engage early with their L&D team, on shore or at sea, to ensure that their PDR supports their application to use SLCs effectively.

b. **Enhanced Learning Credits.**

(1) The ELC scheme provides eligible Service Personnel with financial support towards the cost of substantial learning activities that lead to the achievement of a nationally recognised qualification. ELC's are intended to support higher-level learning and are claimed as a single award in each of up to three separate financial years, subject to individual eligibility.

(2) ELCs may be claimed for learning which is an integral part of, and results in, the cost-effective achievement of a nationally recognised qualification[1]. The ELC scheme complements the SLC scheme to further motivate members of the Armed Forces to pursue their personal development, both during their Service and for a defined period of time thereafter, subject to the qualifying criteria being met.

9605. Centrally Funded Elective GCSE/GCE Courses

Administered through Defence Examination Centre, the MoD has an arrangement with the University of Cambridge International Examination Board for the delivery of examinations within MoD Units; this includes RN L&D Hubs and Deployed units.

a. The core requirement for the RN is the delivery of English and mathematics GCSEs. Details of courses delivered through L&D Hubs are published annually via DINs and local notices. Personnel wishing to undertake either English Language or mathematics GCSEs at public expense should have confirmation from an LDO hub that they are working at the relevant Level in English and/or mathematics. Undertaking a diagnostic assessment or proving they have achieved a Level 2 Functional Skills (FS) in the appropriate subject will provide appropriate assurance they are working at the relevant level.

b. Other subjects may only be examined under this scheme where there is no alternative local provider[2]. Prior permission must be sought from the L&D Hub team before this facility is offered.

c. Personnel wishing to sit a GCSE/GCE at public expense are to complete the application form at Annex 96A. Individuals are to ensure that their line manager completes the relevant section of the form.

9606. In-Service Degree Schemes - Officers

Where an In-Service degree scheme is in place it is mandated that all non-graduate officers will be registered for the In-Service degree.

a. **Warfare Branch.** The 'Foundation for the Future' (F3) scheme was introduced to provide a civilian qualification that recognises officer training from the start of Initial Naval Training (Officer) (INT(O)) to the end of professional training prior to first assignment.

(1) On joining BRNC, all Warfare Branch Naval College Entrants (NCE) who have not previously attained a first degree will be registered on a Foundation Degree programme. Achievement of the degree will require no additional work other than that required to complete the appropriate Branch professional course; registration is mandatory, there will be no costs to the individual.

[1] Qualifications must be at Level 3 and above (A Level or equivalent as defined by the Regulated Qualifications Framework) in England and Wales, Level 6 and above on the Scottish Credit and Qualifications Framework, or if pursued overseas, an approved international equivalent higher-level qualification.
[4] www.grenhosp.org.uk

(2) Those not meeting the criteria but undertaking the full Warfare training pipeline (e.g. Direct Graduate Entrants (DGEs)) and hence achieving all the learning outcomes for the Foundation Degree, will be entitled to register for the scheme at their own expense. To register they should contact the Degree Registration Manager at BRNC; contact details are at (3) below.

(3) The F3 scheme is managed by a Board of Study and is under the overall supervision of the BRNC Director of Training. Registration/queries for the FdSc elements of the scheme will be administered by the BRNC Degree Registration Manager, address as follows:

Degree Registration Manager
Britannia Royal Naval College
Dartmouth
TOTNES
Devon
TQ6 0HJ

Tel Civ: 01803 677110
Tel Mil: 93749 7110
E-mail: NAVY TRG BRNC-ITSO

(4) **Certificate of Higher Education (CertHE).** Officers who, for whatever reason, fail to complete their training pipeline will be awarded Credit Accumulation and Transfer Scheme (CATS) points for all modules completed successfully. Where the total number of CATS points is equal to, or greater than 120, the individual will be awarded a Certificate of Higher Education (CertHE). Where the total is less than 120, the individual will be provided with a transcript of the modules completed successfully and the points awarded. This transcript may then be presented to any higher education institution that recognises the CATS scheme and may be transferred to a new programme of study.

b. **Logistics Branch.** Until 2013, non-graduate Logistics Officers were awarded the same Foundation Degree as their Warfare counterparts. Changes in elements of the Logs INT(O) programme made this no longer viable, however accreditation to a BSc Logistics Management from Basic Logistics Officer Course (BLOC) is in place. Details are available from the Defence Maritime Logistics School (DMLS) or NAVY PEOPLE-TMG PACC EFP MAILBOX.

c. **Non-Graduate Senior Upper Yardman.** Non-graduate SUYs should contact the Scheme Manager (NAVY PEOPLE-TMG PACC EFP MAILBOX) to explore degree options that may be available to them.

d. **Fleet Air Arm.** The UK Armed Forces Military Aviation Academy (UKAF MAA) was established in 2020, when the RAF and AAC joined the extant Fleet Air Arm Military Aviation Academy. It delivers a Foundation Degree (FD) and BSc(Hons) in Aviation Systems Management, awarded on completion of operational flying training and on gaining Certificate of Competence (CoC) (or Combat Ready for Fast Jet) respectively. It also delivers both an FD and BSC(Hons) for ATC Officers in Airspace Management.

(1) **Study Programme.** The Aviation Systems Management FD comprises modules that make up:

(a) Elementary and/or Basic Flying Training (BFT), Conversion to Type (CTT) and Conversion to Role (CTR). Nothing is added to what the Service requires for flying training.

(b) The BSc (Hons) comprises completion of the Aviation and Military General Training Task Books on the front line and examined in the CoC board.

(c) The FD in Airspace Management for Air Traffic Control Officers comprises modules at JATC and in the first year controlling at an Air Station. The BSc comprises further ATCO career courses.

(d) Registration is automatic for all students (whether NCE or DGE).

(2) Further information can be obtained by contacting Unit Squadron or ATC Training Officers in the first instance or the UKAF Programme Manager by email: NAVY CU-AIR UKAF MAA PM or Tel: 01326 5565 Mil: 93781 2365.

Note. *No further study is required for achievement of the FD or BSc(Hons).*

e. **Royal Marines.** The In-service Degree scheme was introduced for the Royal Marines to accredit officer training.

(1) On joining CTCRM, all Royal Marine Young Officers (RMYOs) who have not previously attained a first degree will be registered for a Leadership and Management Foundation Degree with the University of Lincoln. As with other In-Service degree schemes, registration for non-graduate RMYOs is mandatory.

(2) The costs of registration for the In-Service Degree will be funded for eligible officers.

(3) Those not meeting the criteria but undertaking the training pipeline (e.g. Graduate Entrants), and hence achieving all the learning outcomes for In-Service Degree, will be entitled to register for the scheme at their own expense.

(4) Further information is available from the Corps Tutors at CTCRM[3].

9607. Greenwich Hospital Higher Education Bursary Scheme

a. Greenwich Hospital is a Crown Naval Charity[4]. It was founded in 1694 for the charitable support of former RN personnel and their dependents and for the encouragement of serving seafarers. In recognition of the increasing costs of Higher Education (HE), Greenwich Hospital awards several bursaries a year to Service Personnel (SP) studying towards HE access qualifications and Level 4-7 degrees.

b. The GHHEBs are to help those who would otherwise struggle to meet the study costs of higher education. They are paid direct to the university or training provider to cover up to two thirds of tuition fees per academic year.

c. Bursaries are awarded for the duration of study, either three years full-time or six years part-time, to a maximum of £6,000[5] in total for the duration.

d. Where an Applicant is eligible for Lower Tier Enhanced Learning Credit (ELC) funding, the GHHEB may be sought. However, once an applicant becomes eligible for the Higher Tier of ELC[6], then the GHHEB is put in abeyance until ELCs are used up. After which time, the GHHEB may be reapplied for.

e. Greenwich Hospital will award 12 bursaries for degree courses each year and a further four bursaries for those intending to complete access to HE courses.

f. **Eligibility.** GHHEBs are for personnel who meet the criteria below:

(1) Service Person (SP) in Regular or FTRS Service.

(2) SP has served more than 18 months at the start of the intended course.

(3) SP not in resettlement[7].

(4) Intend to undertake/continue first UK degree or Access to HE course leading to a first UK degree with a provider listed on the ELC website[8].

(5) Be unable to use ELC at the time of application, due to either, not having served long enough to qualify (6 years); or having already exhausted ELCs on **the same course of study or access to the proposed course of study.**

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[4] www.grenhosp.org.uk
[4] www.grenhosp.org.uk
[5] This is up to a maximum of £2000 per year or less if awarded over 6 years. Applicants and advisers should consider this as part of the application and study plan.
[6] JSP 822 Volume 9 Section 3
[7] IAW JSP 534
[8] www.enhancedlearningcredits.com

(6) Self-fund at least one third of the tuition fees.

(7) Use Standard Learning Credits (SLC) towards the cost if not using ELC's.

(8) Use Lower Tier ELCs towards tuition fees when they become available.

(9) At eight years' service the Learner MUST use Higher Tier ELCs. At eight years' service the Learner becomes ineligible for the GHHEB.

(10) Present a (maximum) 6-year learning plan to degree award.

(11) Have their study plan endorsed in a Learning Development Interview by Learning and Development Organisation (LDO) staff – through an LDO Hub, an LDO Ops Officer or a RM TMO.

(12) Have an individual income not exceeding £45,000 – Greenwich Hospital will consider applicants above this threshold where personal circumstances and financial commitments make a convincing case for the bursary support.

(13) Personnel in resettlement are not eligible under this scheme as a route exists through the Publicly Funded Further and Higher Education Support for Service Leavers Scheme[9]. Greenwich Hospital supports Service veterans through other channels.

(14) The Bursary may be reapplied for if required for the same course of study once ELCs have been exhausted.

g. **Bursary Details.** Each bursary is for tuition fees and worth up to £2000 per academic year of study, for up to six years. The maximum available in total to any one applicant is £6,000. Once a SP becomes eligible to spend ELCs their bursary funding will be reviewed.

(1) The intent is to make the best use of Public Funding so the GHHEB is to be used in conjunction with Lower Tier ELCs.

(2) Once eligible for Higher rate ELCs, the GHHEB is placed in abeyance until Higher Tier ELCs are exhausted.

(3) For students that are not eligible for ELC's, they must use Standard Learning Credits (SLC) towards the cost to make best use of Public Funding. Once eligible for ELC's, SLC's can no longer be used.

[9] JSP 822 Volume 9 Section 4

(4) It is crucial that learners maintain contact with Greenwich Hospital and inform them as soon as possible if you are being deployed or if there are any significant changes to your financial circumstances. In the event of deployment, should you wish to pause your studies, Greenwich Hospital will defer your bursary for up to one year, reactivating it upon resuming your studies, following your return. Should your studies be interrupted for any reason, and you fail to inform Greenwich Hospital (within six months), your bursary will be terminated.

h. **Application Process.** New applicants should contact their L&D Hub for an interview to discuss their intended course of study, have their eligibility checked and begin to form a long-term study plan.

(1) The purpose of the LDO interview is to endorse the plan of study and to ensure it meets Greenwich Hospital's award criteria. The interview does NOT approve the award of a bursary. The decision to award a bursary rests with Greenwich Hospital.

(2) Bursary applicants will complete the form at Annex 96B. Completed forms should be submitted through the individual's Line Manager to their LDO staff in order to maintain a record of approval.

(3) LDO staff will endorse the application and submit by email to NAVYPEOPLE-TMGLDORNHQ@mod.gov.uk no later than the last day of March in any year; commencing 2026. Receipt will be acknowledged, and the application forwarded to Greenwich Hospital for their Bursary Panel's consideration.

(4) During this process Greenwich Hospital may contact applicants if further information is required. It is therefore essential that the LDO staff are informed if there are any changes to contact details or if an individual cannot be contacted during this period.

(5) LDO staff must check that the funding breakdown section of the form has been completed correctly. The student contribution is a minimum of one third, and SLC's are to be taken off the tuition fee, and not the student contribution. A generic example is shown:

Table 96-1. Funding Breakdown for First Year

Funding breakdown for first year (Tuition fee – third personal contribution – SLC or ELC = Bursary amount requested)				
Module code(s) and cost	Module code.		£	1946
	Module code.		£	1946
SLC/ELC funding amount	£	175 SLC		
Personal contribution (min of a third of total)	£	2384		
Bursary application amount requested	£	1333		
Total	£	3892		

Table 96-2. Funding Breakdown for Subsequent Years

Funding breakdown for subsequent years (Tuition fee – third personal contribution – SLC or ELC = Bursary amount requested)						
Year	SLC (£)	LT ELC (£)	HT ELC (£)	GHHEB (£)	Personal Contribution (£)	Total (£)
2	175			1333	2384	3892
3	175			1333	2384	3892
4		1000		1000	1892	3892
5		1000		1000	1892	3892
6			2000	-	1892	3892
Totals (Plus Year 1 from above)	525	2000	2000	5999	12828	23352

(6) The Greenwich Hospital Bursary Panel will judge all applications and inform the applicants of their decision before the last day of April in any year by letter. Successful applicants should then liaise directly with Greenwich Hospital to ensure correct payment details. Greenwich Hospital will pay the bursary direct to the university or learning provider.

i. **Continuing Applicants.**

(1) Once an applicant has successfully enrolled on the bursary scheme, they do not usually need to reapply in full for subsequent years unless there is a significant change in their circumstances. Continuation of the bursary will be determined based on success in the previous year and confirmation of continuation of study. It is crucial that bursary students maintain close contact with Greenwich Hospital to ensure support throughout their studies.

(2) Ongoing studies can be 60 or 30 credit modules (30 credit modules will only be eligible to receive a bursary of up to £1000). It is also possible to take a break in studies for Service or personal reasons, the overall qualification must be completed within six years of commencing study.

(3) Continuing applicants will complete the form at Annex 96C, which will be checked and counter-signed by their Line Manager and a LDO staff member. They must include a printout of their Student Record (either for the entire module or, where the module result is not available for the completed assignments) to confirm their rate of progress. Please note that Greenwich Hospital will not fund any resits.

(4) SLCs may not be used simultaneously to fund elements of a course of study which is supported by ELC funding. However, it is permissible to use SLC funding in combination with the bursary. Please note, SLC funding DOES NOT help towards your personal contribution. Public funds need to be accessed in the first instance to reduce the amount of charity funding requested.

j. **Further Advice and Guidance.** More information about Greenwich Hospital contact your local Learning and Development Organisation.

9608. Dir P&T Undergraduate Academic Scholarship Scheme

a. The Royal Navy (RN) promotes the professional and personal development of its people through academic scholarship opportunities. Academic study enhances professional growth, expands an individual's self-awareness, develops their knowledge, and enhances the RN's conceptual capability.

b. Part-time and distance learning undergraduate courses are available through the following Undergraduate Academic Scholarship opportunities:

(1) Part time Foundation Degree Operations Management Scholarships through University of Lincoln (UoL) (Annex 96E).

(2) Part time Level 6 top-up Undergraduate courses through UoL (Annex 96D).

(3) Undergraduate Degree Scholarships through other Universities (Annex 96F).

c. The UoL[10] is the RN's provider of choice, however, applications to study with other providers will be considered, where the UoL does not offer a realistic/suitable alternative and a strong justification can be made. Full details of UoL's degree programmes can be found on its website[11].

d. **Eligibility.** Individuals should, in the first instance, discuss with their Career Manager (CM) the timing and nature of such academic study, which will need to be tailored to personal circumstances, aspirations and their overall career management. CM support and approval will be a pre-requisite for all applications prior to consideration at the Academic Selection Board (ASB).

e. For education at the undergraduate level, individuals are expected to have previously demonstrated their academic ability and achieved the academic requirements for their chosen course. However, most universities will take into consideration an individual's life and professional experience. It is incumbent on the individual to ensure they meet the eligibility requirements with the University of their chosen course before completing their application on SCIO.

f. Successful candidates are expected to act as ambassadors for the RN at their respective academic institutions, upholding the values and standards of the Service at all times.

[10] UoL is the RN's Higher Education partner under Project Selborne.
[11] www.lincoln.ac.uk/servicesforbusiness/whoweworkwith/defenceandsecurity

g. **Commitment.** There is significant professional and personal commitment required to complete the part-time undergraduate courses listed in Annexes 96D, 96E and 96F; applicants should expect to study during evenings and weekends. The Chain of Command (CoC) will need to support release for residential elements of the course and, where possible, allow time for studying. Consequently, all applicants should consult their CoC to gain approval prior to an application being made. Successful applicants are to notify their CM and LD POL ElectSO2[12] of any change in circumstance that impacts their ability to meet the requirements of the course. The UoL Work-Based Distance Learning Team (WBDLT) has a close working relationship with the RN L&D Pol team, therefore changes in circumstances must be communicated with the RN in the first instance.

h. **Application Process.**

(1) RN Undergraduate Academic Scholarships are managed by the ASB on behalf of Dir P&T. All applications will be read and scored by the ASB, which will be held in Jun each year. There is currently no requirement for applicants to be interviewed as part of the ASB, however if this changes or the ASB would like further information the Board Secretary will contact applicants individually. Results will be promulgated by email by the end of Jun and the application status in SCIO updated accordingly.

(2) The ASB comprises of the following personnel:

NAVY PEOPLE-CM OF ENG TMSO – Board Chair
NAVY PEOPLE-WFPT TRA GEN SO1 – Independent Board Member
NAVY PEOPLE-PSP LDPOL ELECT SO2 – Board Secretary
NAVY PEOPLE-TMG PACC EDU Del – TMG Pipeline Accreditation Education Delivery

(3) The application form is accessed through SCIO and will be live from 1 Sep every year, for applications for the following September start[13]. Details on how to access the application form can be found at Annex 96G. Applications should be completed and submitted on SCIO by 31 May each year. If individuals cannot access SCIO due to MODNET unavailability, please inform the Board Secretary[14] who can provide an alternative application form.

(4) The application form includes the individual's justification, as well as their respective CM's statement. The ASB will be looking for applications that demonstrate best value for money, have a strong justification for the personal and professional benefits that the academic study will provide, and how completion of the course will fit into their career plans. Applicants are to indicate how their work will benefit the Service, as well as how they intend to feed research findings back into the RN. There is a limited budget, therefore funding is allocated to those with the most compelling justification.

[12] NAVY PEOPLE-PSP LD Pol ElectSO2
[13] E.g., for applicants wishing to apply for the Undergraduate Academic Scholarship for Academic Year 26/27 (Sep 26 start), the application window will open from 1 Sep 25.
[14] NAVY PEOPLE-PSP LD Pol ElectSO2

(5) The CM's statement must include a viable plan(s) of how the CM intends to employ the individual on completion of their academic study to ensure there is always a benefit to the Service (beyond the associated Return of Service). Whilst investment in personal development through academic scholarships is retention positive, Defence should be seen to benefit positively from the wealth of skills and academic knowledge that individuals acquire during their studies through appropriate employment plans. If a CM cannot make a clear case that the Service will benefit from an individual undertaking additional academic study, then the application will be rejected by the ASB. Applications cannot be finalised on SCIO without the CM's comments. Applications will only be presented to the ASB if the CM supports the individual's application. The application process is detailed in Annex 96H.

(6) The RN reserves the right to guide service-funded students in their choice of course modules (where appropriate) and subject areas for research and dissertations to ensure that they benefit both the individual and the Service.

(8) Additionally, successful candidates will be required to submit an electronic copy of their dissertation/research projects (and other work of note) to the Board Secretary so that they can be made available to support subsequent research and policy development.

i. **Return of Service.** All Undergraduate Academic Scholarships attract a Training Return of Service (TRoS)[15]. Liability for the relevant TRoS is incurred from the start date of the course, with all TRoS periods commencing on completion of the course[16]. The following TRoS are applicable:

(1) Undergraduate degree (full time) – 36-month TRoS

(2) Undergraduate degree (part time) – 18-month TRoS

j. All applicants and CMs must ensure that individuals have sufficient service remaining to complete the relevant TRoS. This check is incorporated into the application form on SCIO.

k. **Voluntary Withdrawal from Undergraduate Study Schemes.** Individuals wishing to withdraw from Dir P&T undergraduate Study courses due to exceptional circumstances must first seek approval from their CoC and provide a robust supporting case for withdrawal to NAVY PEOPLE-PSP LDPOL ELECT SO2 including the last date of study. SP may still be eligible for the associated TRoS iaw JSP 750 Pt 1 Ch 3[17]

[15] JSP 750 Centrally Determined Terms of Service, Chapter 3: Training Return of Service/Return on Investment Policy
[16] Completion of the course is defined as when the period of study ends (e.g., if a degree sponsored candidate prematurely exits the course once they have engaged with their CM and Board Secretary, the RoS will commence on completion of study or when the university ends enrolment, whether that is the full course or part of it.
[17] https://modgovuk.sharepoint.com/sites/IntranetHeadOffice/Documents/JSP750_Part1.pdf

l. Prior to funding being released all Academic Sponsorship candidates are to complete the RoS certificate[18] and return it to their CM (via email is preferred). CMs are to complete the necessary actions on JPA[19]. Once invoices are received, NAVY PEOPLE-TMG PACC EDU Del will conduct a TRoS check on SCIO prior to releasing funds directly to the individual's chosen institution[20]. Failure to action RoS requirements will result in RN sponsorship being withdrawn.

m. It is incumbent on the successful candidates to notify their CM and the Board Secretary[21] of any change in circumstance that impacts their ability to meet the requirements of their TRoS commitment.

n. **Reporting.** The RN places considerable importance on education as it contributes to our people having a "battle-winning edge". The definition of merit that underpins the reporting and promotion processes already distinguishes the strongest of candidates as those who have the "ability to think at a level above their peer group". Given that education enhances and hones the ability to think, selection boards will be directed to give academic attainment due consideration in their deliberations. To enable this:

(1) Personnel undertaking part-time education will be reported on by their assigned reporting chain[22]. However, may request a short email synopsis of their progress from their Personal Tutor which can be sent to them and their Line Manager. This can then be considered by Line Managers for inclusion within the individuals' OJAR/SJAR. Note, it is the individual's responsibility to make the request and then forward to their reporting chain/CM.

(2) Selected personnel should ensure that their enrolment on a degree programme is discussed with their line management and must be recorded as a personal objective in their OJAR/SJAR.

(3) Further guidance on reporting can be sought from the appropriate Promotion Board Secretary[23].

o. **Research Repository at the Centre of Defence Education, Research and Analysis (CDERA) at the Defence Academy (DEFAC).** Research completed whilst undertaking any funded course must be submitted by the author to the Defence Academic Research Environment (DARE)[24]. Students will be given guidance on how to do this after they've received confirmation of their award. DARE is a research capability developed by the CDERA, at the DefAc, for Defence. It consists of a research repository, for collecting, curating, and disseminating Defence and Security related research, and a research topics list to facilitate the application of the knowledge, experience, and intellect of the Defence community, to issues of key importance to Defence.

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[18] JSP 750 Centrally Determined Terms of Service Chapter 3 Part 1 Chapter 3 Annex E – Training return of Service Certificate
[19] Recording and Viewing Return of Service and Earliest Exit Date on JPA: PR912002 (https://modgovuk.sharepoint.com/sites/IntranetDBS/Documents/PR912002.pdf)
[20] Note that all Travel and Subsistence (T&S) will lie where it falls (to the individual or parent unit through prior agreement) and should be agreed by the individuals' local budget manager in advance. The Undergraduate Academic Scholarship fund will not pay for T&S for individuals studying on part time courses.
[21] NAVY PEOPLE-PSP LEARNDEV ELECT.
[22] JSP757 Tri Service Appraisal Reporting Instructions Part 2 Guidance Volume 1 Chapter 2
[23] Contact details can be found on SharePoint at Royal Navy Workforce Appraisals and Career Progression Team (https://modgovuk.sharepoint.com/sites/IntranetNavy/SitePages/Promotions.aspx)
[24] https://www.da.mod.uk/dare

p. Using DARE, CDERA collates research authored by members of the DefAc and from across the wider Defence community. They also enable members of the Defence community to offer potential, contemporary, topics for research, which can then be undertaken by course members and researchers. The DARE team[25] are available to provide support to students, particularly around DARE usage (including finding a topic and uploading papers).

q. **Ethical Approval to Conduct Research.** In addition to meeting the requirements of their respective university, students are to ensure that their research complies with the requirements for ethical approval laid out in JSP 536[26]. The MOD Research Ethics Committee (MODREC) provides formal ethical opinion on research projects and a favourable opinion must be obtained prior to commencing any research activity[27].

9609. Dir P&T Postgraduate Academic Scholarship Scheme

a. Funding for full, part-time and distance learning postgraduate courses is available through the following Postgraduate Academic Scholarship Scheme:

(1) Full and part-time postgraduate courses at the Defence Academy (DefAc) – delivered through its academic partner, Cranfield University.

(2) Various full time, part time and distance learning Masters and Doctoral courses at other universities, funded by Dir P&T Academic Scholarship scheme.

(3) Doctorates funded by Dir P&T.

(4) Doctorate sponsored by Reading University.

b. The DefAc and the University of Lincoln[28] are the RN's providers of choice, however, applications to study with other providers will be considered, where DefAc/University of Lincoln does not offer a realistic/suitable alternative and a strong justification can be made, dependent on cost.

c. **Eligibility.** Individuals should, in the first instance, discuss with their Career Manager (CM) the timing and nature of such academic study, which will need to be tailored to personal circumstances, aspirations and their overall career management. CM support and approval will be a pre-requisite for any application prior to consideration at the Academic Selection Board (ASB).

d. For education at the postgraduate level, individuals are expected to have previously demonstrated their academic ability and achieved the academic requirements for their chosen course. However, most universities will take into consideration an individual's life and professional experience. It is incumbent on the individual to ensure they meet the eligibility requirements with the University of their chosen course before completing their application on SCIO.

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[25] defac-dare@da.mod.uk
[26] JSP 536 Defence research involving human participants.
[27] MOD Research Ethics Committee (MODREC) (https://modgovuk.sharepoint.com/teams/6127/SitePages/MOD-Research-Ethic-Committee-(MODREC).aspx)
[28] This is due to the existing, established funding lines in place with Cranfield University and the University of Lincoln.

e. Successful candidates are expected to act as ambassadors for the RN at their respective academic institutions, upholding the values and standards of the Service at all times.

f. **Commitment.**

(1) there is significant professional and personal commitment required to complete postgraduate level courses; applicants should expect to study during evenings and weekends. The Chain of Command (CoC) will need to support release for residential elements of the course and, where possible, allow time for studying. Consequently, all applicants should consult their CoC prior to an application being made to gain approval.

(2) It is incumbent on the successful candidates to notify their CM and LD Pol ElectSO2[29] of any change in circumstance that impacts their ability to meet the requirements of the course.

g. **Application Process.** RN Postgraduate Academic Scholarships are managed by the ASB on behalf of Dir P&T. All applications will be read and scored by the ASB, which will be held in Jun each year. There is currently no requirement for applicants to be interviewed as part of the ASB, however if this changes or the ASB would like further information the Board Secretary will contact applicants individually. Results will be promulgated by email by the end of Jun and the application status in SCIO updated accordingly.

(1) The application form is accessed through SCIO and will be live from 1 Sep every year, for applications for the following September start[30]. Details on how to access the application form can be found at Annex 96G. Applications should be completed and submitted on SCIO before the second week of May each year. If individuals cannot access SCIO due to MODNET unavailability, please inform the Board Secretary[31] who can provide an alternative application form.

(2) The application form includes the individual's justification, as well as their respective CM's statement. The ASB will be looking for applications that demonstrate best value for money, have a strong justification for the personal and professional benefits that the academic study will provide, and how completion of the course will fit into their career plans. Applicants are to indicate how their work will benefit the Service, as well as how they intend to feed research findings back into the RN. There is a limited budget, therefore funding is allocated to those with the most compelling justification.

[29] NAVY PEOPLE-PSP LD Pol ElectSO2
[30] E.g., for applicants wishing to apply for the Undergraduate Academic Scholarship for Academic Year 26/27 (Sep 26 start), the application window will open from 1 Sep 25.
[31] NAVY PEOPLE-PSP LD Pol ElectSO2

(3) The CM's statement must include a viable plan(s) of how the CM intends to employ the individual on completion of their academic study to ensure there is always a benefit to the Service (beyond the associated Return of Service). Whilst investment in personal development through academic scholarships is retention positive, Defence should be seen to benefit positively from the wealth of skills and academic knowledge that individuals acquire during their studies through appropriate employment plans. If a CM cannot make a clear case that the Service will benefit from an individual undertaking additional academic study, then the application will be rejected by the ASB. Applications cannot be finalised on SCIO without the CM's comments. Applications will only be presented to the ASB if the CM supports the individual's application. The application process is detailed in Annex 96H.

(4) The ASB comprises of the following personnel:

NAVY PEOPLE-CM OF ENG TMSO – Board Chair
NAVY PEOPLE-WFPT TRA GEN SO1 – Independent Board Member
NAVY PEOPLE-PSP LDPOL ELECT SO2 – Board Secretary
NAVY PEOPLE-HQ N8 SO2 B – P&T Business Manager

(5) The RN reserves the right to guide service-funded students in their choice of course modules (where appropriate) and subject areas for research and dissertations to ensure that they benefit both the individual and the Service.

(6) Additionally, successful candidates will be required to submit an electronic copy of their dissertation/research projects (and other work of note) to the Board Secretary so that they can be made available to support subsequent research and policy development.

h. **Return of Service.** All Postgraduate Academic Scholarships attract a Training Return of Service (TRoS)[32]. Liability for the relevant TRoS is incurred from the start date of the course, with all TRoS periods commencing on completion of the course[33]. The following TRoS are applicable:

(1) Postgraduate degree (full time) – 36-month TRoS

(2) Postgraduate degree (part time) – 18-month TRoS

i. All applicants and CMs must ensure that individuals have sufficient service remaining to complete the relevant TRoS. This check is incorporated into the application form on SCIO.

[32] JSP 750 Centrally Determined Terms of Service, Chapter 3: Training Return of Service/Return on Investment Policy
[33] Completion of the course is defined as when the period of study ends (e.g., if a degree sponsored candidate prematurely exits the course once they have engaged with their CM and Board Secretary, the RoS will commence on completion of study or when the university ends enrolment, whether that is the full course or part of it.

j. **Voluntary Withdrawal from Postgraduate Study Schemes.** Individuals wishing to withdraw from Dir P&T Postgraduate Study courses due to exceptional circumstances must first seek approval from their CoC and provide a robust supporting case for withdrawal to NAVY PEOPLE-PSP LDPOL ELECT SO2 and, for DefAc courses, DEFAC-DCMCI-HQ SO2PGEd, including the last date of study. SP may still be eligible for the associated TRoS iaw JSP 750 Pt 1 Ch 3[34].

k. Prior to funding being released all Academic Sponsorship candidates are to complete the TRoS certificate[35] and return it to their CM (via email is preferred), with NAVY PEOPLE-HQ N8 SO2 B at CC. CMs are to complete the necessary actions on JPA[36] and send a confirmation email to NAVY PEOPLE-HQ N8 SO2 B, who will release funds directly to the individual's chosen institution once invoices are received[37]. Failure to action TRoS requirements will result in RN sponsorship being withdrawn.

l. It is incumbent on the successful candidates to notify their CM and the Board Secretary of any change in circumstance that impacts their ability to meet the requirements of their TRoS commitment.

m. **Reporting.** The RN places considerable importance on education as it contributes to our people having a "battle-winning edge". The definition of merit that underpins the reporting and promotion processes already distinguishes the strongest of candidates as those who have the "ability to think at a level above their peer group". Given that education enhances and hones the ability to think, selection boards will be directed to give academic attainment due consideration in their deliberations. To enable this:

(1) All personnel undertaking full time fully funded education, are to have reports raised, detailing the academic attainment, and read at promotion and transfer selection boards[38]. This report may either be a course report (S2020E) or full OJAR (S2020).

(2) Reports should be raised at the start of the course ensuring that a 1RO, normally the course manager or academic tutor, and 2RO are nominated. If there is a requirement to extend the reporting period beyond the Common Reporting Date (CRD) for the appraisal year, then guidance should be first sought from the appropriate Promotion Board Secretary[39].

(3) Personnel undertaking part-time education will be reported on by their assigned reporting chain. However, individuals should engage with their academic tutors and/or supervisors to request an annual academic report, in a format appropriate to the course, that can then be incorporated into their OJAR/SJAR. Note it is the individual's responsibility to request this report and then forward these academic reports to both their reporting chain and CM.

[34] https://modgovuk.sharepoint.com/sites/IntranetHeadOffice/Documents/JSP750_Part1.pdf
[35] JSP 750 Centrally Determined Terms of Service Chapter 3 Part 1 Chapter 3 Annex E – Training return of Service Certificate
[36] Recording and Viewing Return of Service and Earliest Exit Date on JPA: PR912002
[37] Note that all Travel and Subsistence (T&S) will lie where it falls (to the individual or parent unit through prior agreement) and should be agreed by the individuals' local budget manager in advance. The Postgraduate Academic Scholarship fund will not pay for T&S for individuals studying on full or part time courses.
[38] JSP757 Tri Service Appraisal Reporting Instructions Part 2 Guidance Volume 1 Chapter 2
[39] Contact details can be found on SharePoint at Royal Navy Workforce Appraisals and Career Progression Team

n. **Research Repository at the Centre of Defence Education, Research and Analysis (CDERA) at the Defence Academy (DEFAC).** Research completed whilst undertaking any funded course must be submitted by the author to the Defence Academic Research Environment (DARE)[40]. Students will be given guidance on how to do this after they've received confirmation of their award. DARE is a research capability developed by the CDERA, at the DefAc, for Defence. It consists of a research repository, for collecting, curating, and disseminating Defence and Security related research, and a research topics list to facilitate the application of the knowledge, experience, and intellect of the Defence community, to issues of key importance to Defence.

o. Using DARE, CDERA collates research authored by members of the DefAc and from across the wider Defence community. They also enable members of the Defence community to offer potential, contemporary, topics for research, which can then be undertaken by course members and researchers. The DARE team[41] are available to provide support to students, particularly around DARE usage (including finding a topic and uploading papers).

p. **Ethical Approval to Conduct Research.** In addition to meeting the requirements of their respective university, students are to ensure that their research complies with the requirements for ethical approval laid out in JSP 536[42]. The MOD Research Ethics Committee (MODREC) provides formal ethical opinion on research projects, and a favourable opinion must be obtained prior to commencing any research activity[43].

9610. Postgraduate Fellowship Opportunities

The following paragraphs detail the Hudson Fellowship at Oxford University and the Mountbatten Fellowship (Master of Philosophy in Politics and International Studies) at Cambridge University. Both Fellowships are primarily targeted at experienced service personnel of OF3 and above who have served circa 8+ years within the military.

a. **Hudson Fellowship (University of Oxford).**

(1) The Hudson Trust funds one-year and termly Fellowships for Naval personnel at the University of Oxford. The Fellowships offer a rewarding opportunity for study alongside international academic and government representatives, whilst conducting specific research in an area relevant to Defence and an individual's particular career interests.

[40] https://www.da.mod.uk/dare
[41] defac-dare@da.mod.uk
[42] JSP 536 Defence research involving human participants.
[43] MOD Research Ethics Committee (MODREC)

(2) Fellowships are primarily targeted at experienced service personnel who are educated to Master's level and with demonstrable reach, although all applications will be considered. The Fellow will conduct mutually agreed research for up to one complete academic year (Sep-Jul inclusive). Typically, Fellows will be placed in St Anthony's College and will also attend the Changing Character of War programme, with a view to publishing a 30–40,000-word thesis (length dependent on publication route). Where a shorter opportunity exists (e.g., one or two terms) the expectation is reduced on a pro rata basis. The successful candidate will normally have Senior Common Room status at St Antony's College.

b. **Mountbatten Fellowship (Cambridge University).**

(1) The MPhil is a nine-month full-time postgraduate course in International Relations and Politics. The RN funds up to two places per annum (commencing early Oct). Historically preference has been given to senior OF3s and above, however strong applications from across the rank range will be considered.

(2) The aim of the MPhil is to enable officers to develop their intellectual thinking and to extend their professional knowledge through a part taught / part research programme of lectures, seminars and individual supervision in International Relations Theory, International History, Politics, Economics, Security, and International Law. For further details of the course content please see the Cambridge University website.

c. **Application Process.**

(1) Applications open on 1 Sep every year for both the Hudson and Mountbatten Fellowships, for applications for the following academic year[44]. Applications are to be submitted via SCIO (see Annex 96G for instructions). The closing date for applications to both Fellowships is the 14 Nov each year.

(2) If no MOD access to SCIO is available, please email the Board Secretary[45], for a hardcopy application form.

(3) All applications are to include a personal statement and an endorsement from the SP's CM. Applications will not be read by the ASB, unless the applicant has the support of their CM.

(4) Alongside the SCIO application form, applicants are to submit their CV and Research Proposals to the Board Secretary via email prior to the deadline stated above. These will be read by all board members ahead of the Academic Selection Board (ASB).

[44] . For example, if an applicant wishes to apply to the Hudson Fellowship for academic year 26/27, the application window in SCIO opens the Sep of the year before (1 Sep 25).
[45] NAVY PEOPLE-PSP LD Pol ElectSO2

(5) The ASB will be held late Nov/early Dec each year and will include candidate interviews with RN Board members and academic staff from the respective Universities. The candidates' CVs, research proposals and their personal and professional motivation will be topics of discussion. The Board Secretary will promulgate ASB dates and confirm interviewing timings with each applicant.

(6) Upon completion of the ASB, deliberations between the board members will take place. Applicants and their respective CMs will be informed of the board outcome. Successful candidates will be required to complete the respective University application form[46].

d. **Research Proposal.**

(1) Candidates are required to submit a research proposal for consideration by the Board and should be prepared to be interviewed at ASB. Prior to preparing their proposal, Hudson Fellowship candidates only are advised to contact Navy StratPol-Strat RNSSC, Head Royal Navy Strategic Studies Centre (RNSSC)[47] to discuss prospective research topics, as these demonstrate benefit to the Service. All candidates are to indicate during the application process how their work will benefit the Service, as well as how they intend to feed research findings back into the RN.

(2) As per the direction of The Hudson Memorial Fund[48] the ASB places as much weight on the educational benefit of the Fellowship *to the applicant* as they do on the RN/Defence need. The ASB must ensure that the best balance and return on investment is struck between the Fund's purpose of educating Royal Navy and Royal Marine officers and the considerable capitation rate of the Fellowship applicants. Additionally, proposals must demonstrate how they will utilise the departments specific to St Anthony's College, as well as the Changing Character of War programme.

(3) The RN reserves the right to guide Service-funded students in their choice of course modules (where appropriate) and subject areas for research and dissertations to ensure that they benefit both the individual and the Service. Additionally, students are required to submit an electronic copy of their dissertation / research projects (and other work of note) to the ASB Secretary on completion of their studies, so that they can be made available to support subsequent research and policy development.

[46] The Hudson Fellowship deadline is usually in Jan each year, whereas the Cambridge University MPhil application deadline is the beginning of December each year. Applicants will need to be aware of the University deadlines, so that they can apply as soon as they have been informed of their success at ASB. It is therefore recommended that prospective candidates start collecting the required information and identifying suitable referees prior to the ASB.
[47] Captain Kevin Rowlands Royal Navy.
[48] https://governance.admin.ox.ac.uk/legislation/hudson-memorial-fund

e. **Return of Service.** In accordance with JSP 750 all sponsored higher education attracts a Training Return of Service (TRoS). Liability for the relevant TRoS is incurred from the start date of the course, with all TRoS periods commencing on completion of the course[49]. The following TRoS is applicable:

(1) The Mountbatten Fellowship will incur a full-time postgraduate degree TRoS of 36 months from completion of the course. All applicants must ensure their current Tx date supports the above TRoS.

(2) The Hudson Fellow is not MOD funded and therefore no TRoS applies.

(3) Prior to funding being released, all Mountbatten Fellowship applicants are to complete the TRoS certificate[50] and return it to their CM (via email is preferred), with NAVY PEOPLE-HQ N8 SO2 B at CC. CMs are to complete the necessary actions on JPA[51] and send a confirmation email to NAVY PEOPLE-HQ N8 SO2 B, who will release funds directly to the individual's chosen institution once invoices are received[52]. Failure to action TRoS requirements will result in RN sponsorship being withdrawn.

f. **Voluntary Withdrawal from Postgraduate Fellowships.** Individuals wishing to withdraw from Postgraduate Fellowship Opportunities due to exceptional circumstances must first seek approval from their CoC and provide a robust supporting case to the Fellowship ASB Secretary, including the last date of study. SP may still be eligible for the associated TRoS iaw JSP 750 Pt 1 Ch 3[53]

g. **Reporting.** The RN places considerable importance on education as it contributes to our people having a "battle-winning edge". The definition of merit that underpins the reporting and promotion processes already distinguishes the strongest of candidates as those who have the "ability to think at a level above their peer group". Given that education enhances and hones the ability to think, selection boards will be directed to give academic attainment due consideration in their deliberations. To enable this:

(1) All personnel undertaking full time fully funded education, are to have reports raised, detailing the academic attainment, and read at promotion and transfer selection boards[54]. This report may either be a course report (S2020E) or full OJAR (S2020).

[49] Completion of the course is defined as when the period of study ends (e.g., if a degree sponsored candidate prematurely exits the course once they have engaged with their CM and Board Secretary, the RoS will commence on completion of study or when the university ends enrolment, whether that is the full course or part of it.
[50] JSP 750 Centrally Determined Terms of Service Chapter 3 Part 1 Chapter 3 Annex E – Training return of Service Certificate
[51] Recording and Viewing Return of Service and Earliest Exit Date on JPA: PR912002
[52] Note that all Travel and Subsistence (T&S) will lie where it falls (to the individual or parent unit through prior agreement) and should be agreed by the individuals' local budget manager in advance. The Postgraduate Academic Scholarship fund will not pay for T&S for individuals studying on full or part time courses.
[53] https://modgovuk.sharepoint.com/sites/IntranetHeadOffice/Documents/JSP750_Part1.pdf
[54] JSP757 Tri Service Appraisal Reporting Instructions Part 2 Guidance Volume 1 Chapter 2

(2) Reports should be raised at the start of the course ensuring that a 1RO, normally the course manager or academic tutor, and 2RO are nominated. If there is a requirement to extend the reporting period beyond the Common Reporting Date (CRD) for the appraisal year, then guidance should be first sought from the appropriate Promotion Board Secretary[55].

9611. University Short Course Programme

Note. *The University Short Course Programme is not currently taking applications for courses. Further updates will be provided via the DLE if the situation changes. This paragraph will be updated in due course.*

a. The University Short Course Programme (USCP) is a tri-Service scheme of courses arranged to meet the broader educational and personal development needs of Service personnel. Based upon the philosophy of Lifelong Learning, the USCP intends to help Service personnel make a more effective contribution to Service life by developing their knowledge and personal skills; it is not intended to replace formal training. The courses may be conducted remotely, or may be residential, held at various universities throughout the UK, and cater for subjects not normally available from Service sources. Whilst the USCP is not intended for resettlement purposes, courses may be accessed by those within the last 2 years of service. Individuals within this period will be added to the reserve list for courses and will be accepted when capacity exists.

b. The USCP offers courses in the following categories: Command, Leadership and Management, Regional and Strategic Studies, Science Technology Engineering and Mathematics (STEM) and Languages. The majority of courses within these categories are relevant to current issues of importance and have a potential application in the military environment.

c. Courses are designed and delivered by university departments that have a recognised standing in the subject field. Although qualifications are not awarded for courses, the content may contribute towards a portfolio of evidence and the Personal Development Record. Certificates of attendance are issued for some courses. Other courses gain an award of CATS points if students are prepared to undertake an additional assignment. This may attract an additional fee payable by the student, part of which may be reclaimed using SLCs.

[55] Contact details can be found on SharePoint at Royal Navy Workforce Appraisals and Career Progression Team

d. Each Service has a Service desk for the USCP that manages the process of advertisement, selection, and administration for its respective service personnel. Potential applicants are required to consult the USCP Prospectus found on the DLE, or from local single Service (sS) EROs/L&D Hub/LDA/Learning Centre Staff before applying for any listed course to ensure that they are aware of the academic level and expectation of courses. Some courses require a high level of participation, pre-course reading and group syndicate work. Prospective applicants should consult their Line Manager in the first instance to seek approval to apply for the course and then contact their Learning Centre Staff for further guidance if necessary. Further details about courses and the application process are promulgated annually via DIN and can be found via the DLE[56]. The point of contact for further enquiries please email NAVY PEOPLE-TMG LDO RNUSCP.

9612. Educational Prizes

Each year, educational prizes are awarded to Junior Ratings, Senior Ratings and Officers. The competitions involve either writing an essay or completion of exams. The details of eligibility, subjects and entry requirements are announced annually by RNTM.

a. **Lieutenant Commander Hooper Prize.** The Lt Cdr Hooper Prize is an annual essay competition in memory of the late Lt Cdr Geoffrey Hooper OBE RN. The prizes originated from a trust fund established in 1952 by Lt Cdr Hooper's mother, however, are now provided by the Royal Navy and Royal Marines Charity (RNRMC).

b. Changes have been made which returns the competition to as close as its original format as practicable and to the original intent of Mrs Hooper.

c. The prize will be run and managed annually by LDO Ops, who will determine who will coordinate the competition. LDO Ops will set the question(s), manage the entrants and form the judging panel.

d. **Eligibility.** The competition is open to Junior Ratings in all branches of the Royal Navy, Royal Marines, Royal Fleet Auxiliary and Maritime Reserves, including those holding acting higher rank (i.e., Substantive Leading Hand/Corporal and below). Entrants are only allowed to submit one essay per competition.

e. **Prizes.** Prize funds are subject to annual confirmation by the RNRMC and will be announced via RNTM to launch the competition.

f. This competition is sponsored by Cdr LDO who reserves the right to:

(1) Increase the value and number of prizes and combine prizes and divide them equally where prize-winning essays are of equal merit.

(2) Withhold the award of some, or all, of the prizes if essays of insufficient merit are submitted.

[56] https://dle.ice.mod.gov.uk/course/view.php?id=11336

g. **Essay Format.** The essay title(s) will be released annually via an RNTM. Essays must be on the designated subject(s), be written in English, and be between 1200 and 2000 words long. The RNTM will outline details of the submission procedure including guidance and rules covering plagiarism, collusion, and the use of Artificial Intelligence.

h. **Marking Criteria.** Essays will be marked against a marking scheme aligned with Blooms Taxonomy and City & Guilds Functional Skills Level 2 Writing Assessment Specification. Essays will be anonymised ahead of marking and moderated by an independent panel.

i. **Publication.** Once submitted, the essay's content may be used for learning purposes and inclusion in publications such as the Naval Review. This will be anonymous, and the entrant's name will not be used unless they explicitly wish to be acknowledged.

SECTION 3

MANAGEMENT AND DELIVERY OF LEARNING AND DEVELOPMENT

9613. Structure

The Learning and Development Organisation is the Royal Navy's delivery mechanism for all education, L&D, resettlement and training support activity under the strategic direction of Dir P&T's Policy Strategy and Plans Team.

a. **NAVY PEOPLE-PSP LD Pol SO1.** The Learning and Development Policy SO1 position within the NCHQ P&T Policy, Strategy and Plans department acts as Sponsor for this Chapter. They oversee the RN Single Points of contact for individual training policy, elective learning and resettlement. They report to Hd Policy, Strategy and Plans.

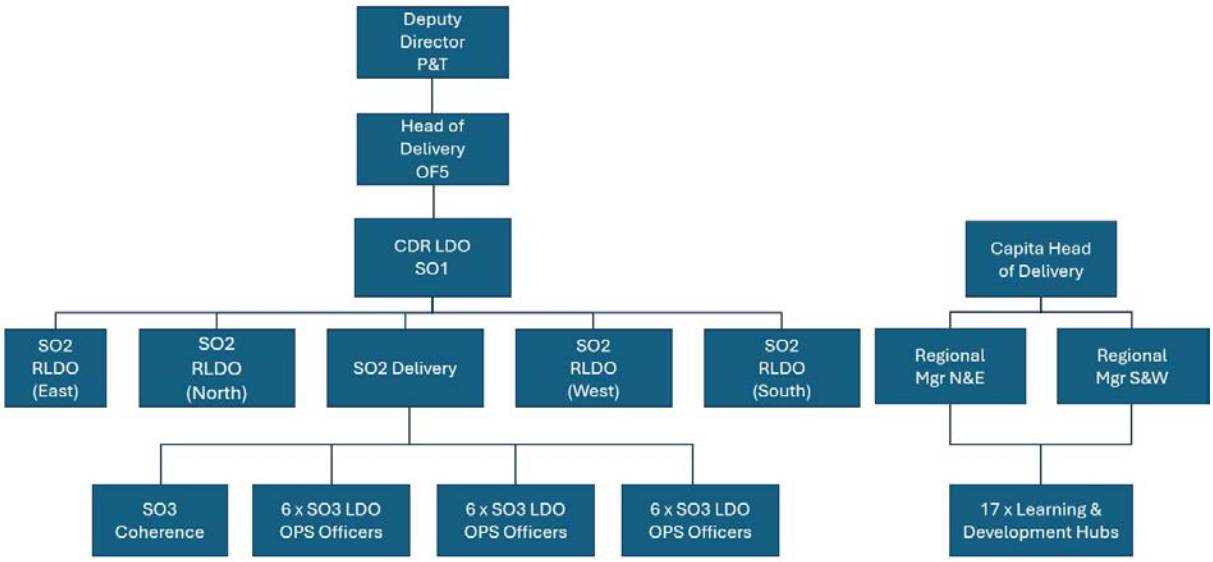
b. **NAVY PEOPLE-PSP LD Pol ElectSO2.** The L&D Policy (Elective) position works to NAVY PEOPLE-PSP LD Pol SO1, as the RN Single Point of Contact for all elective education opportunities available within the RN. This role primarily is to provide coherence to the management of L&D policy across the RN and translate relevant Defence policy change into RN action. They represent the RN as lead desk officer for education, lifelong learning and development policy, attending tri-service steering groups lead by the Training, Skills, Learning and Development team.

c. **Commander Learning and Development Organisation (Cdr LDO).** Cdr LDO, in partnership with Team Fisher, is responsible for LDO output, and has Line Management Authority for the Learning and Development Operations Officers (LDO Ops) and functional authority, in line with the LDO Charter, over Unit Education Officers/Unit Training Management Officers (TMOs) and Learning and Development Hubs.

d. **Learning and Development Organisation (LDO).** The LDO (Delivery) headquarters is based at the L&D Hub (Waterfront), HM Naval Base Portsmouth. The LDO is responsible for the coherent delivery of individual education and development and training and resettlement support.

e. **Regional Learning & Development Officer (RLDO).** Four RLDOs work to CDR LDO, assuring and collaboratively supporting all aspects of LDO delivery. RLDOs are based locally within their respective Regional L&D Hubs and lead & encourage collaborative working across their region by delivery staff. RLDOs each lead a Functional Pillar to support high quality delivery and modernisation of a specific area of LDO delivery. RLDOs work closely with Team Fisher Regional Managers to communicate CDR LDO intent and provide support & guidance in partnership with them to L&D Hub Managers. RLDOs support Outreach tasks into their respective regions, facilitating communication between local Command and LDO to ensure all SP are aware of the LDO Offer.

Figure. 96-1. The Learning and Development Organisation



Note. *This Section requires further development. Future editions will include a breakdown of each of the military roles held by the LDO organisation. This includes the role of the OF3s and OF2s that are located across the country at various LDO Hubs.*

9614. Purpose

a. The purpose of the LDO is to support 2SL and Commanding Officers to develop the intellectual potential of their people to maximise Operational Capability (OC) and ultimately prepare them for return to the national workforce. This is to be met by delivery against the six endorsed L&D commitments below:

(1) Professional Development.

(2) Elective Learning and Personal Development.

(3) Neurodiversity awareness and support.

(4) Apprenticeships and accreditation.

(5) Coaching interventions and upskilling.

(6) Transition and resettlement guidance.

b. The LDO is to support the six L&D commitments by delivery of L&D outputs mandated by Government and MOD, as follows:

(1) English and mathematics tuition, support and recording in accordance with JSP 822 Vol 8;

(2) Provide a system for recording personal development in accordance with JSP 822 Vol 8;

(3) Administer Standard Learning Credits (SLC), Enhanced Learning Credits (ELC) and the Further Education/Higher Education (FE/HE) schemes in accordance with JSP 822 Vol 9;

(4) Provide opportunities for the civilian accreditation of Naval training, education and experience in accordance with JSP 822 Vol 8;

(5) Provide support and guidance, and assessment where appropriate, for personnel with Specific Learning Differences (SpLD) in accordance with JSP 822 Vol 7;

(6) Resettlement training, support and guidance in accordance with JSP 534;

(7) Provide feedback to MOD in accordance with JSP 822 and as required.

c. To further support L&D within the RN, the LDO will:

(1) Provide relevant L&D feedback to Commanding Officers, Deputy Director People – Training (DDPT) and Team Fisher Director of Learning;

(2) Raise L&D delivery issues with potential impacts on policy through the appropriate L&D policy desks;

(3) Support and provide education for promotion[57] opportunities;

(4) Provide support, guidance and learning opportunities for personnel, throughout their career, to enable them to develop agile and adaptive thinking to better contribute to OC, including protected time for learning for the completion of formal L&D which is required by the Service.

9615. Assurance

The LDO's assurance process aims to drive continuous improvement by providing an objective, evidence-based judgement on the extent to which L&D providers are complying with mandated policies and achieving principal outputs and effects. The assurance process uses the fundamentals of Ofsted's Common Inspection Framework (CIF), aligned with BRd 3(1) and JSPs 534 and 822.

[57] Currently English and mathematics requirements iaw Education for Promotion (EFP) policy; GCSEs for UY and SUY.

9616. Learning and Development Hubs (L&D Hubs)

a. There are 17 L&D Hubs across the UK; contact details can be found at Annex 96K. Each L&D Hub supports or signposts Service personnel to the following:

(1) Access to a trained Learning and Development Adviser (LDA) for a Learning and Development Interview (LDI).

(2) Provide support and information on learning opportunities for personnel to gain qualifications required by the Service for them to be qualified educationally for promotion.

(3) Learning, training and study skills support.

(4) Assessment facilities and support for neurodiverse thinkers (including those with Specific Learning Differences (SpLDs)) and their line managers.

(5) Advice on the Standard Learning Credits (SLC), Enhanced Learning Credits (ELC) and Publicly Funded Further Education/Higher Education (PF FE/HE) schemes.

(6) Administration and processing of SLC and ELC applications for both serving and retired Service Personnel where appropriate.

(7) Access to recreation and reference libraries.

(8) Provide advice and guidance on in-service academic opportunities, including the undergraduate and postgraduate academic scholarship schemes, and Fellowship opportunities.

(9) Advice and access to external learning providers.

(10) Advice and access to e-Learning packages.

(11) Advice and access to the Greenwich Hospital Bursary scheme, offering means tested financial support towards undergraduate studies.

(12) Access to language learning and Military Language Aptitude Tests (MLAT).

(13) Advice about MoD Cyber courses.

(14) Advice on membership of professional bodies.

(15) Advice on available education and accreditation schemes, including those funded by the RN.

(16) Access to a trained Service Resettlement Adviser, resettlement provision and resources.

(17) Access to professional neurodiversity and specific learning differences support and coaching.

(18) Deliver Functional Skills English and mathematics tuition to enable Service Personnel the opportunity to gain qualification for Education for Promotion and for Apprenticeships.

(19) To provide invigilation support for those undergoing examinations (authorised personnel only) in accordance with the guidance for the invigilation of exams at Annex 96L).

b. L&D Hubs, in collaboration with LDO Ops, can provide Units with:

(1) L&D and resettlement briefs.

(2) Mentoring and support for Part Time Service Instructors (PTSI).

(3) Advice and support to develop learning and coaching cultures.

(4) L&D Hubs are to comply with the L&D Charter.

9617. Deployed Learning and Development

a. The RN's LDO Operations (LDO Ops) Team provides L&D support for deployed units. LDO Ops Officers will conduct visits on a priority basis to focus on supporting retention strategy. They target seagoing units/cohorts considered to be at increased risk of Premature Voluntary Release (PVR):

(1) **Priority 1.** Units/crews in UK waters displaced from an RN base port for more than 30 days.

(2) **Priority 2.** Units/crews at Very High Readiness (VHR) or forward-deployed units without regular access to a UK-operated overseas base port.

(3) **Priority 3.** Forward deployed units/crews with regular access to a UK-operated overseas base port.

(4) **Priority 4 (Routine).** Units/crews that have not had access to an LDO Ops visit programme for at least 18 months.

b. LDO Ops will, on an annual basis, forecast and deliver a budgeted visits programme in accordance with the above priorities. Visits will last for an appropriate period to enable primary outputs to be delivered including the L&D Brief, FS exams, LDIs and ERO training.

c. Secondary and tertiary deliverables will be offered to include Neurodiversity guidance, PTSI support, library updates, administration of the Modern Language Aptitude Test (MLAT), performance coaching, apprenticeship support and delivery of Royal Navy Leadership Academy (RNLA) Coaching Workshops and Level 3 courses.

d. LDO Ops will collaborate with L&D Hubs across UK-operated base ports to ensure unit Command and their crews have access to primary L&D deliverables and L&D advice wherever they are located.

9618. Ships' Library Service

a. The Ships' Library Officer (SLO)[58] provides advice to unit Education and Resettlement Officers (EROs) and supplies educational and recreational books.

b. The ERO or Library Officer in a ship/unit/establishment is responsible for the care of the books, for their proper issue and return by borrowers. In a ship or submarine, it is recommended that a ship's librarian be appointed to maintain regular contact with the SLO.

c. It is the responsibility of the ship or establishment to demand books. Demands should be forwarded as early as possible to the SLO, stating the reason for the demand and the number of entitled personnel.

d. Recreational books will be replenished periodically throughout each year, automatically, by the SLO. This should be sufficient to replace all losses and books discarded due to fair wear and tear. SLO should be informed in good time when, for any reason, replenishments are either no longer required or need to be resumed.

e. Accounting for ship's library books remains a Command responsibility:

(1) Recreational books are regarded as consumable items but should be properly cared for, securely stored and issued on loan against a signature.

(2) Ship's library books are not to be offered for sale or auction under any circumstances. Advice on disposal of surplus books should be requested from the SLO.

f. The Ship's Core Professional Academic Library is specifically issued to all major ships and units within the RN in support of the RN Education Strategy, covering a broad spectrum of security and leadership issues. As texts are relatively expensive there will be a requirement to manage and account for the collection. It is suggested that responsibility for this will fall to the Ship's ERO/Library Officer. Whilst the temptation may be to place books on a shelf in the Wardroom, it must be stressed that the intent is to provide access for all.

g. **Language Learning.** Language learning materials (e.g. language books, dictionaries, grammar books) may be requested from the SLO for permanent addition to the Ship's Library. Books will be from the Routledge Colloquial series and will require audio download prior to deployment if internet access in unavailable.

[58] The SLO can be contacted during working hours via NAVY PEOPLE-TMG LDO Ship Lib Off

h. **GCSE/A Level Textbooks.** On request, Ships' Libraries will be supplied with a selection of IGCSE/A level textbooks to support study on board. These books are supplied as a whole-ship resource and, as such, records must be kept of issue on loan. At the end of the course or period of study they must be returned to the ship's library or ERO. The cost of these items is significant and therefore appropriate action for lost or damaged books must be considered. Personnel undertaking guided study will require sole use of textbooks and SLCs should be used for their purchase.

i. **Access to Other Libraries.** Use may be made of the considerable non-fiction stock at the Joint Services Central Library and the wider MOD library network.

9619. Learning and Development Adviser (LDA)

a. **Purpose.** The LDA provides a vital resource for personnel seeking to access L&D opportunities and should be engaged with by the learner as early as possible in the process. Unlike EROs, who hold the post as a secondary duty, the LDA's primary purpose is to support the learner on their development path. LDAs are located within all the L&D Hubs, with the service provided by Team Fisher.

b. **Primary Responsibilities.**

(1) To provide advice and guidance to personnel in operational units, shore establishments and outlying stations on individual learning and development opportunities and resettlement entitlements.

(2) To support, advise and guide personnel in devising their individual learning and development plan.

(3) Promote and facilitate opportunities for accessing and funding externally delivered, or MOD sponsored elective learning opportunities.

(4) To advise Command on the opportunities, processes and administrative arrangements supporting development of their personnel.

(5) To conduct L&D briefings and support the unit ERO.

(6) To conduct one-on-one LDIs and any follow-up interviews required by the individual to generate their learning and development plan.

(7) To coordinate and approve Publicly Funded Learning Credit Schemes for learners (Standard and Enhanced Learning Credits schemes).

(8) To identify, advise and support learners with Specific Learning Differences (SpLDs) and neurodiverse conditions and signpost them to the Regional L&D Hub SpLD Adviser.

c. **Qualifications.** As a minimum, all LDAs, must be qualified to the following level of Coaching:

(1) Level 3 Coaching and Mentoring on assignment; and

(2) Level 5 Coaching and Mentoring after 12 months in-post.

9620. Learning and Development Coordinator (Coord)

a. **Purpose.** The Coord role is a key member of the LDO, providing front of house initial signposting, and administration services at an LDO Hub. The Coord will contribute to ensuring Service Personnel have the educational skills, knowledge and qualifications to undertake their learning and to continually develop their personal and professional skills.

b. **Primary Responsibilities.**

(1) Act as the initial contact point for people attending or contacting the LDO Hub creating a welcoming environment and service that signposts individuals to the relevant team members or materials.

(2) Coordinate and book all appointments, enrolments, course bookings and classroom bookings for LDO Hub events including the annual learning and development open days, Learning & Development briefings to units, induction briefings, L&D Interviews (LDIs).

(3) Set up and maintain any specific accounts at the LDO Hub that are required for Learners to access digital resources.

(4) Administer, maintain, and update LDO Hub records including exam related activities and monthly data reports.

(5) Provide, where applicable, administrative support to Service Personnel who are applying for and accessing bursaries or other programmes for L&D including forwarding applications to the bursary provider and/or Higher/Further Education provider.

(6) Complete administrative actions associated with the Standard Learning Credit scheme (e.g. collection of certificates and evidence and JPA actions).

(7) Complete administrative actions associated with the Enhanced Learning Credit scheme (e.g. checking account details are correct and advising learners on the submission process).

(8) Perform other agreed administrative tasks including exam invigilation and other tasks allied with the function of the LDO Hub at the site it is located.

(9) Provide administrative support for Service Personnel with Specific Learning Difficulties (SpLDs).

9621. Unit Education and Resettlement Officer (ERO)

a. **Introduction.** BRd 2 Article 3101 stipulates that each unit is to appoint an ERO. The ERO is the linchpin linking Service personnel in the unit with both shore-based Learning and Development Advisers (LDAs) and deployed LDO Ops personnel. It is important that the Commanding Officer selects an individual with the appropriate skills and personal attributes to undertake this role. The responsibilities of the ERO are at Annex 96M.

b. **Purpose.** The ERO's primary role is to provide information and support to facilitate personal and professional development to the Ship's Company to the standards laid down in this BR. In so doing, the ERO will contribute directly to the following:

(1) Operational Capability, by meeting the Service's requirement for a sufficiently educated workforce.

(2) The retention of trained workforce.

c. **Sources of Support and Advice.** It is recognised that most EROs undertake this role as a secondary duty and will be inexperienced in delivering education and resettlement advice. Support will be provided through the LDO Hubs, and briefings conducted by the LDO Ops team.

d. **Initial Actions.** On assuming ERO duties, the following initial actions are to be completed:

(1) **ERO Handover.** Contact the LDO Ops team to update the ERO contact details and to arrange for an ERO Brief.

(2) **ERO Brief and Resource Pack.** Arrange to receive the ERO Brief at the earliest opportunity. In addition, obtain an up-to-date ERO resource pack from the LDO Ops team. LDO Ops will arrange for the JPA competence to be recorded. These actions are to be completed within their first two months of assuming the role. A familiarisation visit to the unit's base port Learning Hub is highly recommended.

(3) **Resettlement Brief.** Although a Resettlement Brief is provided as part of the ERO Brief, it is recommended that EROs contact an L&D Hub within the first two months of accepting the ERO role.

9622. Unit Education and Resettlement Officer's Assistant (EROA)

EROA duties include the following:

a. Custody and issue of all accountable equipment, materials, books, stores and stationery.

b. Detailed arrangements for classes, maintenance of records and the display of relevant information.

c. Administration, including correspondence, and liaison with L&D staff over the recording of qualifications, examination schedules, maintenance of a Unit Education and Resettlement (E&R) database.

9623. Part Time Service Instructors (PTSI)

a. **Introduction and Purpose.** PTSIA is an allowance which compensates Service personnel for their time delivering structured education programmes in deployed units. PTSIs are employed to deliver unit organised programmes of instruction towards the achievement of qualifications, predominantly relating to Education for Promotion (EFP) and the completion of Apprenticeships.

b. For individuals in sea-going units who do not have regular access to LDO Hubs, e-learning material or civilian tutors, PTSIs provide a recognised route to enable Service personnel to continue their learning at sea. PTSIs are volunteers who are willing and able to impart their knowledge to teach other Service personnel.

c. The aim of PTSIA is to recompense individuals who provide instruction to other Service personnel in deployed units, where the employment of full-time instructors or attendance at part-time civilian courses is impractical or not financially viable to meet the educational needs of the unit.

d. PTSIs are primarily employed to deliver English and mathematics instruction to other Service personnel working towards either Functional Skills (FS) or GCSE level qualifications. This could be as an extension of a formal course delivered via the LDO Hub or as an opportunity to study whilst on deployment.

e. Information on LDO delivered learning, the requirements for promotion, gaining qualifications through accredited training or the completion of Apprenticeships can be found in this chapter or via the LDO.

f. **Qualifications.** Prospective Level 1[59] PTSIs require a qualification in the subject to be instructed at least one level higher than the level being taught. For example, for FS or GCSE (English and mathematics), PTSIs need to hold a minimum AS Level/Scottish Higher in the subject being taught. To teach AS Level English for example, PTSIs need to hold a minimum A Level/Scottish Advanced Higher in that subject. To teach A Levels, PTSIs must hold a Foundation degree or higher. Level 2 PTSIs require a demonstratable competence level as agreed with their Commanding Officer.

g. To claim the allowance; PTSIs must also hold a Service or civilian teaching qualification. The minimum level of teaching qualification is either the Defence Trainer Capability (DTC) Course (or legacy equivalent)[60] or a civilian minimum Level 3 Award in Education and Training (AET)[61].

[59] PTSIA has two levels of payment (Level 1 and Level 2), dependent on the subject taught. See below Levels of Allowance for more information.
[60] Defence Trainer course (DTC) as either a standalone competency or with the Awareness or Practitioner proficiency, Defence Train the Trainer v2 (DTTT v2) or Defence Awarding Organisation's Level 3 Award in
[61] Formal teaching qualification at Level 4 or higher are also acceptable. Examples include Bachelor of Education (BEd), Bachelor of Arts (BA) with Qualified Teacher Status, Bachelor of Science (BSc) with Qualified Teacher Status, Post Graduate Certificate in Education (PGCE)

h. For queries relating to teaching qualifications, or to discuss individual cases where the required qualifications are not held, please contact NAVY PEOPLE-PSP LearnDev Elect. In exceptional circumstances waivers may be considered for those individuals who demonstrate the skill and enthusiasm to teach.

i. **Civilian-Provided Training.** The following civilian-awarded training qualifies personnel to become a PTSI and claim PTSIA. Personnel have the option to embark on a period of study, at a provider of their choice, to enable them to gain the required teaching qualification.

(1) Level 3 Award in Education and Teaching. Personnel can select their own provider to undertake a Level 3 Award in Education and Teaching and use their Standard Learning Credits to claim up to £175 to offset the cost. The MoD's Career Transition Partnership resettlement partner, www.reed.co.uk, advertise several training providers, accessible to all, regardless of whether you are in resettlement or not. Other training providers are available and further information can be sought from the LDO.

(2) The Ofqual-audited courses provide sufficient training quality and assessments to enable a Service Person to become a PTSI. This includes the Certificate in Teaching English to Speakers of Other Languages (CELTA) – Cambridge CELTA and the Certificate in Teaching English to Speakers of Other Languages (CertTESOL) – Trinity CertTESOL

(3) Teaching English as a Foreign Language (TEFL) courses vary in their quality, therefore TEFL courses do not qualify personnel to become PTSIs. Further advice about accepted courses can be sought from the LDO.

j. Entitlement to claim PTSIA. Except for RN Training Managers, all Service personnel (including Reserve personnel), irrespective of rank, with suitable educational and teaching qualifications, who undertake part-time educational instruction are eligible for PTSIA. The following must be met to claim PTSIA[62].

(1) Instruction must involve delivery of classes outside an individual's normal Service duties and must be conducted outside normal working hours. Payments for time spent in preparing classes or marking work may not be claimed but are implicit in the rates of payment. Personnel will not be eligible for payment if the terms of reference for their post require them to undertake instructional duties that fall outside either their normal working hours or their normal Service duties.

(2) Instruction should only be arranged when sufficient demand for a course has been identified, and only after an assessment that the applicable Service persons' attendance at an existing local civilian educational establishment is deemed as impractical or not financially viable. Instruction is to be authorised by the ERO, UEO, Commanding Officer, or delegated officer (minimum rank of OF3).

[62] In accordance with JSP 752 Chapter 13 Section 5.

(3) The subjects studied must be educational and should normally be in direct preparation for an examination (Level 1) or be vocational subjects such as word processing or foreign language conversation classes, studied for their own enjoyment (Level 2). Recreational subjects such as the training of bands, dancing, sport, physical training etc are excluded. Service Physical Training Instructors are not eligible to receive payment for sport, or other physical training subjects. The prior approval of single Service education authorities must be sought in cases of doubt.

(4) Instruction must not form part of any Service person's professional or trade training.

(5) A course must comprise a minimum of 4 lessons or lectures. Tutorials[63] do not qualify for payment, however exemptions can be requested by contacting SO2 LearnDev Elect.

(6) A class is not to be started for fewer than 6 students. Payments must cease if the number falls permanently below 3. In ships or units with less than 200 Service personnel, classes may be started for fewer than 3 people. Waivers will be granted with the express permission of SO2 LearnDev Elect[64]. All waivers are to be requested via email[65].

(7) If a unit cannot find part-time instructors from its own resources, part-time instructors from the other Services may be used. In such cases, payment to the instructor will be made by the unit to which the individual belongs.

(8) Further advice can be sought from the LDO in the first instance. Waivers must be requested through the policy desk via SO2 LearnDev Elect.

k. **Levels of Allowance.** PTSIA has two levels of payment based on an hourly rate. It is only paid for 'contact time' but rates include recognition of any time spent by instructors in marking and preparation outside these hours. The two levels are:

(1) Academic/Leading to Examination or Qualification – Functional Skills, GCSEs and 'A' Levels. Any delivery attracting Level 1 PTSIA must be delivered as part of a programme leading to examination and a recognised qualification.

(2) Vocational - Word processing, foreign language conversation classes etc. Delivery attracting Level 2 PTSIA can be vocational in nature and does not require a programme leading to an examination and recognised qualification.

l. **Levels of Allowance.** PTSIA rates can be found at JSP 752 Chapter 3 Section 1. They are £22.82 per hour (Level 1) and £17.62 per hour (Level 2).

[63] Tutorials are structured, interactive learning sessions where a small group of students work closely with an instructor to deepen their understanding of a specific topic. Tutorials typically involve discussions, problem-solving, clarification of complex contexts or personalised feedback on assignments. They are often more informal and participatory than traditional lessons.
[64] This is outwith the policy laid down in JSP 752, however has been adjusted to ensure its applicability to the Naval Service.
[65] NAVY PEOPLE-PSP LD Pol ElectSO2.

m. **Application process.** The chain of command should seek advice from their unit ERO in the first instance regarding the selection and administration of a PTSI. Where units have no access to a dedicated ERO, command should contact the LDO Ops Team (NAVY PEOPLE-TMG LDO Ops Help) for advice and guidance.

n. Once applicants meet the eligibility requirements stated above, an application to add the PTSI JPA competency to their profile can be submitted using the application form at Annex 96N. Applications made by the prospective PTSI are to be submitted to the ERO for signature, prior to forwarding to the LDO Ops Team[66]. In the absence of an ERO, a designated officer (minimum OF3) or LDO Ops Officer can provide the suitability declaration.

o. The LDO Ops Team will confirm the prospective PTSI's application form and confirm that the PTSI competency (Instructional|Part-Time Service Instructor (PTSI)|NAVY|) can be added to their JPA profile. It is the responsibility of the PTSI's unit to award the JPA competency, however the LDO can also award the JPA competency once they have approved the application.

p. Prospective PTSIs should not commence service instruction until their eligibility requirements have been checked by the ERO and LDO Ops Team. PTSIA cannot be claimed until the PTSI competency has been awarded.

q. **Method of Claim.** PTSIs must complete Annex 96A to JSP 752 Chapter 13 Section 5. Individual monthly PTSIA Authorisation Control Sheet as a record of their instruction to claim PTSIA. Completed copies are to be authorised by the ERO, Commanding Officer or delegated officer (minimum rank of OF3) and are to be submitted monthly in arrears to the Unit Personnel Office (UPO). The forms will be processed and entered onto JPA using an 'Element Entry' for payment to the entitled personnel.

r. **Quality Assurance.** The ERO must ensure that the quality and frequency of instruction delivered under the PTSI is in accordance with the plans and expectations which led to the initial recommendation. In deployed units, PTSIs can be assessed, coached, and supported by LDO Ops where possible. If, after support, an individual's PTSI delivery is not at the required standard, the LDO have the right to revoke the PTSI JPA competency from their profile until such time their ERO is content that their performance has improved. The ERO should then recommend to LDO Ops that the PTSIA JPA competency be reinstated. The LDO Ops team, when deployed, can support the ERO and Logistics Officer in ensuring their records are complete and accurate to meet their internal assurance inspections. The ERO should ensure the following:

(1) PTSI JPA competencies are accurately recorded on JPA and the ERO is aware of who holds the competency onboard.

(2) PTSIA Control Sheets are accurate with all instructional hours recorded.

[66] NAVY PEOPLE-TMG LDO Ops Help.

s. **Summary.** PTSIs allow Service personnel studying at sea to continue their learning in the absence of civilian instructors or shoreside teaching support. PTSIA is an allowance which compensates Service personnel for their time delivering structured education programmes in deployed units. PTSIs must hold a qualification in the subject to be instructed at least one level higher than the level being taught, in addition to holding a recognised teaching qualification. Applications to be awarded the PTSI competency are to be made through the ERO/LDO Ops Team by submitting Annex 96N. To claim PTSIA, Service personnel are to record their hours of instruction using Annex 96A[67] and submit the PTSIA Authorisation Control Sheet monthly to the UPO.

9624. Personal Development Record

Note. *This section is out of date and under review. For any questions relating to the PDR, please contact a member of the LDO staff.*

a. The Personal Development Record (PDR) supports individuals by providing an excellent means of helping them progress their service career and make the transition into civilian life. The PDR Concept is used today throughout organisations in the public, private, and voluntary sectors and is regarded as 'good practice'. It supports both Officer Career Development and the Through Life Education Pathway Ratings (TLEP(R)) and its use should be actively encouraged. It should be distributed at the following opportunities:

(1) New entrants to the RN are provided with a link to the on-line PDR[68], accessed via the DLE. All trainees are encouraged to create their own PDR from the link and to maintain it throughout their career

(2) The PDR is available to reservists, via their parent units. Reserve units' requirements are co-ordinated by the appropriate reserves' authority.

b. **PDR Ownership and Upkeep.** The PDR is owned and maintained by the individual. Only the owner has 'right of access'. It is an organisational responsibility, however, to inform individuals that to gain full benefit from their PDR, they will need to discuss it with those in a position to help and advice. This will certainly include Divisional Officers (DOs)/Line Managers (LMs), EROs, LDAs and LDO(Ops). Individuals should be encouraged to review their PDRs on the following occasions:

(1) Shortly after starting a new assignment, or on arrival at a new unit.

(2) Shortly before and after appraisal interviews when training and development needs are identified. PDRs can be used as evidence to demonstrate a development aim where RN funding is required, such as using the Learning Credits Scheme.

(3) Shortly before and after any educational career or professional training course.

[67] Annex A to JSP 752 Chapter 13 Section 5
[68] https://dle.ice.mod.gov.uk/pluginfile.php/6639665/mod_resource/content/0/Personal%20Development%20Record%20-%20V4.pdf

c. Personnel leaving the Service for civilian employment will often need to compose a CV, write letters of application and attend interviews. This means gathering details of work history, training and development, qualifications and achievements. The PDR provides an excellent means of doing this.

d. Personnel should be encouraged by DOs and LMs to complete their PDRs, primarily by example. LM's familiarity with the concept, and support for it, is essential for its success.

e. The PDR is voluntary. Individuals should be encouraged to use their PDR.

f. **Structure and Content.** The PDR is an on-line document, available via the DLE, comprising of printable inserts grouped into six sections, outlined below, including space to hold reports, certificates, appraisals, digital media etc. It enables individuals to record, review, and plan their personal development and can be used to keep evidence for civilian accreditation, promote through-career development and provide source material to support CVs, job applications and interviews.

(1) **Section 1 -Welcome to your Personal Development Record (PDR).** The introduction welcomes the user to the PDR and gives them an overview of its features, benefits and contents.

(2) **Section 2 - Personal Profile.** The Personal Profile assists individuals to collate their personal details, academic, vocational and Service qualifications, employment details, training and development records, curriculum vitae, and to record their Standard & Enhanced Learning Credit Scheme opportunities,

(3) **Section 3 – Apprenticeship and Trade Development.** The Trade Development section of the PDR is sponsored by the relevant branch. It should be used to record trade-specific training and development activities. It should contain a generic career template for the branch or trade and details accreditation opportunities. Each training/development module should detail the knowledge, skills and competences gained.

(4) **Section 4 - Current and Future Employment.** The Current Employment section is used to collate data relevant to the individual's current job. In most cases this will simply mean the individual placing a copy of their Terms of Reference or SJAR Roles and Responsibilities in this section.

(5) **Section 5 - Personal Development Plan.** The Personal Development Plan (PDP) section shows an individual how to prepare a PDP. It contains simple analytical tools to help individuals to identify their personal goals and plan how to achieve them.

(6) **Section 6 - Certificates and Personal Records.** The Certificates and Personal Records section should be used as an archive for documents. It will need to be updated from time to time to ensure that only the most relevant material is included, otherwise the PDR will become just a storage folder.

g. **Support.** Support for PDR is provided at 3 levels:

(1) **Department.** At Unit Departmental level, first line advice and guidance are provided by the individual's Divisional Officer/Line Manager. The DO/LM will help the individual to identify the individual's role and responsibilities; key work objectives and how they will be measured and Training and development required to help achieve them.

(2) **Unit.** At unit level, staff advice and expertise are provided by the unit Education and Resettlement Officer (ERO) or local L&D Hub. Advice can include educational and vocational courses, membership of Professional Bodies, accreditation and resettlement provision.

(3) **Headquarters.** At the policy level, the L&D Policy team manages implementation of RN PDR policy.

SECTION 4

APPRENTICESHIPS

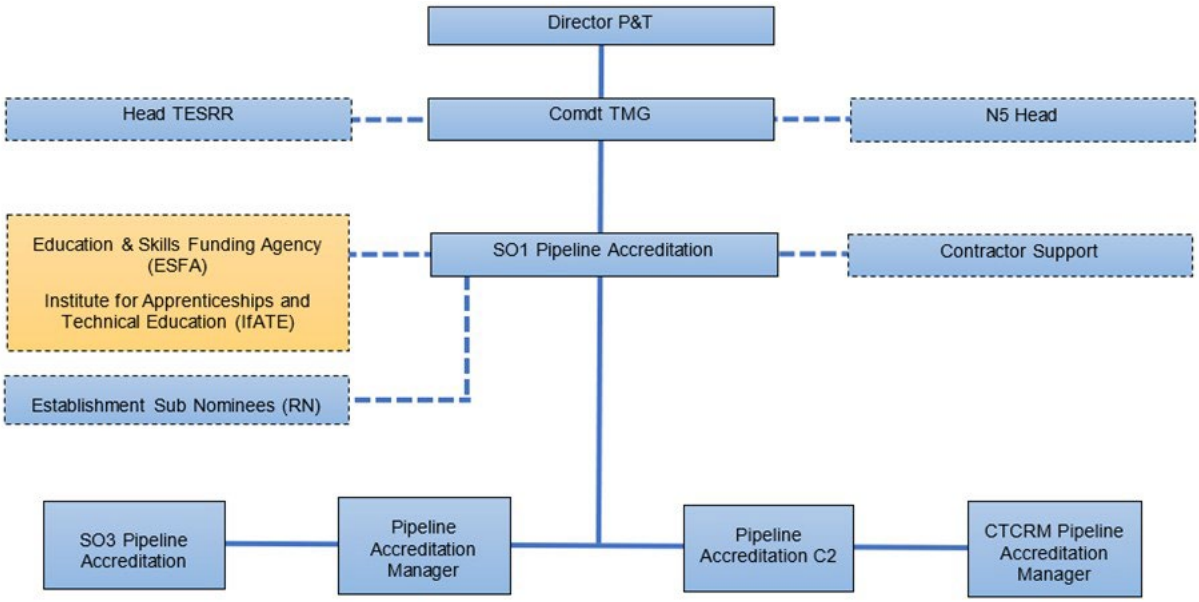
9625. Background

The RN has been delivering Apprenticeships since 2002 and is committed to, where a suitable programme exists, offering an Apprenticeship to each recruit upon joining the RN. Progression routes will be implemented where practicable.

9626. Apprenticeship Governance

Note. *This section is under review by SO1 Pipeline Accreditation as part of the SELBORNE programme. Any queries should be directed to: NAVYPT-TMG-ApprenticeshipsTeam@mod.gov.uk.*

Figure. 96-2. The Royal Navy Apprenticeship Organisation



9627. Apprenticeship Delivery

The RN delivers industry created Apprenticeship Standards to the majority of Phase 2 courses and all LET courses.

a. Table 96-3 details current courses.

b. Apprenticeship completion times vary between programmes and range from 12 to 36 months. Progression routes are being developed for all branches.

c. Apprenticeship Standards have a new format delivery with a greater emphasis on consolidation training and include an End Point Assessment (EPA). There are three distinct phases to the completion to an Apprenticeship Standard:

(1) **Foundation:** Training delivery within a Phase 2 Establishment.

(2) **Development:** Consolidation of training within a Unit.

(3) **EPA:** Independent assessment conducted within Unit.

d. All RN apprenticeship programmes are subject to the DSAT processes laid down in JSP 822. The training is therefore subject to internal establishment Quality Assurance (QA), as well as second party assurance by the TMG.

9628. Functional Skills

Functional Skills are practical skills in English and Mathematics that enable leaners to deal with practical problems and challenges. Mandated standards in Functional Skills ensure that all SP have the literacy and numeracy skills needed to undertake training and operate effectively.

a. **English and Mathematics Level 2.** It is Apprenticeship policy to test everyone at Level 2. If this cannot be achieved, a support package will be created with a student's progress monitored throughout the duration of the programme.

Table 96-3. RN Apprenticeships

Employment Area	Branch	Apprenticeship Standard
Engineering		
	ETME, ETWE, ETWE(CIS-Tech) Army & RFA	L2 Electrical/Mechanical Mechanic (ST0276)
	LETME, LETWE, Army & RFA	L3 Maritime Mechanical Engineer (ST1402) / L3 Engineering Technician (ST0457)
	LETWE, LETWE(CIS-Tech)	L3 Maritime Electrical Engineer (ST1403) / L3 Engineering Technician (ST0457)
	ETWE(CIS-Spec)	L3 Information Communication Technician (Digital Communications Technician) (ST0973)
	LETWE(CIS-Spec)	L4 Network Engineer (ST0127)
	AET	L2 Aviation Maintenance Mechanic (ST0014)
	NA(SET)	L3 Survival Equipment Fitter (ST0015)

Employment Area	Branch	Apprenticeship Standard
Warfare		
	Warfare Specialist Electronic Warfare (EW)	L3 Data Technician (ST0795)
	Warfare Specialist Above Water Weapons (AWW)	L3 Data Technician (ST0795)
	Warfare Specialist Above Water Tactical (AWT)	L3 Data Technician (ST0795)
	Warfare Specialist Under Water (UW)	L3 Data Technician (ST0795)
	Seaman Specialist	Currently no suitable apprenticeship available – EDH awarded at LH.
	Hydrographic	Alternative Accreditation Route
	Meteorology & Oceanography Specialist	Currently no apprenticeship (Planned L3 Data Tech - 2025)
	Mine Warfare Specialist	L3 Data Technician (ST0795)
	Communications Technician	L3 Data Technician (ST0795)
	Intelligence Branch	L3 Intelligence Analyst (ST0516)
	Warfare Specialist Sonar (SSM)	L3 Data Technician (ST0795)
	Warfare Specialist Tactical (TSM)	L3 Data Technician (ST0795)
	Diver	No Industry Apprenticeship Available
	Royal Naval Police	Delivered by the Army (see table below)
	Leading Physical Trainer	L3 Personal Trainer (ST0302)
	Photographers	Delivered by the RAF (see table below)

Employment Area	Branch	Apprenticeship Standard
Royal Marines		
	Royal Marines (Commando)	L2 HM Forces Serviceperson (ST0222)
	Royal Marine Intelligence Analysts	L3 Intelligence Analyst (ST0516)
	Royal Marines Communications Expert	L3 Data Technician (ST0795)
	Royal Marine Police	Delivered by the Army (see table below)
	Royal Marine Band Service	No Industry Apprenticeship Available

Employment Area	Branch	Apprenticeship Standard
Logistics		
	(RFA) Chefs	L2 Production Chef (ST0589)
	(RFA) Seafarer	L2 Able Seafarer - deck (ST0274)
	(RFA) Stewards	To be introduced if required: L2 Food & Beverage Team Member (ST1488)
	Catering Services	L2 Production Chef (ST0589)
	Leading Chefs	L3 Snr Production Chef (ST0232) (In development)
	Supply Chain	L2 Supply Chain Warehouse Operative (ST0259
	Writers	Delivered by the Army (see table below)

Employment Area	Branch	Apprenticeship Standard
Airside Ops		
	Naval Airman Aircraft Handler	L2 Aviation Ground Operative (ST0037)
	Leading Aircraft Controller	L3 Data Technician (ST0795)
	Leading Aircrewman	Alternative accreditation
	Air Traffic Controller	Delivered by the RAF (see table below)

Delivered by other Services		
Specialisation	**Apprenticeship Standard**	**Remarks**
Writers	L3 Business Administrator (ST0070)	Delivered under Pearsons at DCLPA – Worthy Down (Army)
Medical Assistants	L3 Senior Healthcare Support Worker (ST0217)	Delivered under Pearsons at the Defence Medical School, Lichfield (Army)
Photographers	L4 Photographer (ST1388)	Delivered by the RAF at RAF Cosford.
Royal Navy Police	L4 Non-Home Office Police Officer (ST0764)	Delivered by the Army at the Defence School of Policing, Security and Guarding, Southwick Park.
Air Traffic Controller	L5 Air Traffic Controller (ST0595)	Conducted by RAF at RAF Shawbury

9629. Apprenticeship Learning Cycle. Each trainee will undergo the following process as part of the Apprenticeship Learning Cycle:

a. **Initial Assessment.** Upon enrolment, learners undertake an Enhanced Skill Scan (ESS) to evaluate their prior learning and qualifications against the apprenticeship Standard's Knowledge, Skills, and Behaviours (KSBs), including a numeracy and literacy Initial Assessment. Trainees assessed as suitable for an Apprenticeship, but exhibiting Specific Learning Differences (SpLD), will receive support in accordance with JSP 822 Vol 7 and BRd 3(1) Chapter 96.

b. **Induction and Training.** All RN trainees enrolled onto an Apprenticeship will require an apprenticeship brief.

c. **Reviewing Progress.** Regular learner reviews will be carried out at a minimum of every 12 weeks to evidence a learner's active involvement in learning progression. This process involves the learner and employer setting realistic targets, mentoring and updating the Individual Learning Plan (ILP), and providing support and assistance as appropriate. The ILP has been mapped to the content of the training pipeline which clearly defines what the learner will achieve during their Apprenticeship programme. Learner reviews will also offer an insight for the Military Independent Assessment Authority (MIAA) which will be used in the EPA process.

d. **Embedded Qualifications.** All personnel conducting Apprenticeships are tracked, with the embedded qualification being assessed by formally qualified assessors or SMEs. The outcome of the assessment and verification process ensures that qualification learning outcomes are met. Tracking and assessment in the wider Fleet will include visiting Quality Assurers. Units must recognise the importance of these visits and acknowledge that a complete apprenticeship task book must be forwarded to the learner's registering establishment.

e. **End Point Assessment (EPA).** Apprenticeships across the UK have changed to fit a new government standard and now require an EPA to test the apprentice's competence in their apprenticeship role. To reduce the burden on deployed units and the stress of having two separate (yet similar) assessments, where applicable (e.g. engineering), this new EPA will be aligned to PEs and RPS boards. An Apprentice will only be awarded their Apprenticeship on successful completion of the EPA. The PE and RPS board results still fall to the Unit's decision. However, the EPA aspect of the board will be decided by the Military Independent Assessment Authority (MIAA). There is now a requirement for written evidence to be recorded for the EPA aspect of these boards so it can be effectively evaluated by the MIAA to award the apprentices with their final grade. Apprentice and Assessor guides providing further detail and explanation on the EPA will be sent out individually when an apprentice reaches Gateway. This assessment is particular to each Standard and as such the delivery will vary between programmes. Normally, they will take place within a Unit[69] and, where practicable, will be aligned with current career processes. The TMG PACC will ensure support measures are put in place to prepare the learner for their EPA; these could include:

(1) Task Book/Career Development Journal insert.

(2) Visits from Apprenticeship staff.

(3) Computer based training with offline capability.

EPAs will be conducted by an EPA Organisation (EPAO), in several cases, such as engineering, this EPAO will be the MIAA. Units will be provided with information and support to help with the continuation of training. Information on EPAs will be promulgated via RNTM once a delivery route is developed.

f. **Apprenticeship Encouragement.** Trainees who have yet to achieve the appropriate FS level are to be encouraged and, where possible, given maximum access to L&D Hubs to achieve the necessary grade. Certified copies of FS certificates should be sent to the lead school to claim the Apprenticeship.

9630. Higher Level Apprenticeships

a. Higher Level Apprenticeships (Level 4-7) are increasing in availability and delivery with several Higher Education Establishments, including universities, offering them. If an opportunity is identified as feasible for any number of RN personnel, then SO1 PACC should be contacted in the first instance.

b. The Civil Service (CS) has its own Apprenticeship offering and there may be opportunities for RN personnel to use this offer. The point of contact for enquiries is NAVYPT-TMG-ApprenticeshipTeam@mod.gov.uk.

[69] Other options include Realistic Working Environments.

9631. Audits and Inspections - Ofsted

All RN/RM Phase 2 and a high proportion of Phase 3 training has Apprenticeship qualifications mapped to the training delivered. Any MoD training that receives such civilian recognised qualifications, and attracts government support funding, is liable to be inspected by Ofsted.

a. As the Ofsted nominee, Hd of RN Apprenticeships (NAVY PEOPLE-TMG PACC SO1) will receive the notification of an inspection with 6 days warning. This will be communicated to all appropriate stakeholders and Training Establishments. The inspection will be managed centrally by Apprenticeship HQ with assistance from establishment sub-nominees. Hd of RN Apprenticeships is the owner of the RN Apprenticeship SAR and QIP.

b. **Internal Apprenticeship Reviews within Training Schools (Common Inspection Framework).** In addition to the QA processes delivered as part of JSP 822, Team Fisher is contracted to deliver an annual programme of internal Apprenticeship assessment reviews. These assessment reviews are based on the Ofsted Education Inspection Framework (EIF).

c. **Provider Financial Assurance Audits (PFA).** PFA audits are conducted by the ESFA to ensure eligibility and authenticity of funding claims and correct contractual adherence to funding rules and regulations. They will inspect a sample of learner files against their records and the Training Provider's records. They expect to find, or be provided with, evidence that the records meet contractual regulations of continuous learning for the periods of funding (learner reviews etc). Where records do not concur, or if evidence cannot be provided to demonstrate an individual was in continuous learning, the funds provided for those Learners/periods will be reclaimed by the ESFA.

9632. Management and Governance of Apprenticeship Funding

a. If an Establishment/Unit identifies an area where the facilities or opportunities for Apprenticeship delivery could be improved, then an application can be made to use Apprenticeship Funds (AF).

b. All applications from unit sponsors for Apprenticeship Funding should use the Short Business Case Template at Annex 96O. Completed forms should be sent to the Pipeline Accreditation Team (based in HMS COLLINGWOOD) to the Group Mailbox NAVY-TMGPAAC-GRANT-APPLICATIONS@mod.gov.uk where they will be processed, and the approval route will commence. A business case appropriate to the value of the project will be required to justify the request.

c. In the case of equipment with maintenance requirements and/or limited life, a clear statement of how the sponsor intends to meet those requirements/replacements is required. This funding does support through-life aspects of a project.

d. **Approvals Process.** Applications to utilise the AF may be submitted from any Unit or Establishment which supports apprentices. All applications are approved by DDPT via SO1 PACC and the TMG Business Support Team.

(1) Requests under £10,000 may be submitted using the EAF Template[70].

(2) Requests over £10,000 must be submitted using the Business Case form to the PACC team who will process, log and send to the TMG Business Support Team.

(3) DDPT's decision is communicated to the application sponsor by the PACC team with further details on how to proceed.

(4) All applications are managed in line with MoD commercial and financial regulations. The PACC team undertakes the required due diligence to ensure the correct routes are, and can be, followed prior to submission to DDPT.

(5) A full documentary audit trail is maintained within the PACC Limited SharePoint.

(6) Once funding is allocated and spent, the Royal Navy must evaluate the effectiveness of apprenticeship programmes to ensure they meet ESFA requirements, learner outcomes, and operational objectives.

e. **Financial Propriety.** All financial approvers are accountable to their Chain of Command for the proper management and expenditure of Apprenticeship funding drawn down through national contracts. In addition, the following must be adhered to:

(1) Expenditure and accounting procedures must be in accordance with departmental policy and procedures for MOD funds. Accounts may be subjected to scrutiny by Defence Internal Audit and the National Audit Office.

(2) Funding shall not directly underpin core RN training.

(3) Double funding (the use of Apprenticeship funding for activities, supporting personnel or resources already paid for within the MOD budget) is to be avoided.

(4) Equipment is to be considered MoD property and be entered into a Fixed Asset Register, created by the receiving establishment for each permanent item of expenditure. In the case of new/additional IT equipment directly relating to SELBORNE and requiring Team Fisher maintenance support, the sponsor will need to engage with the Authority contract management to establish approval to add equipment to the SOR.

(5) Disposal and write off will be in accordance with normal business guidelines, ensuring that efficiency and effectiveness of delivery is maintained.

[70] 20240418-EAF_Template FY 2425.docx

f. **Sponsor's Responsibility.** Sponsors of an Apprenticeship Fund Application are to ensure that:

(1) The PACC Team are informed of any invoices/payments due quoting your grant reference, designated UIN and RAC code.

(2) Termly progress review is provided to RNAP HQ, significant delays/issues should be reported as soon as practicable.

(3) Details of the project are handed over to an appropriate person when leaving a role.

(4) RNAP HQ is consulted regarding appropriate branding, signage and PR prior to the completion of the project.

g. **Apprenticeship Fund Stakeholders.** The individuals and teams associated with the administration, financial scrutiny and deciding authority for Apprenticeship Funds are as follows:

(1) **DDPT.** Budget holder for Apprenticeship Fund.

(2) **TMG Head Delivery.** Provides monthly feedback on the AF to DDPT and inputs on major Business Case applications to ensure they align with TMG Delivery.

(3) **PACC Team.** Led by SO1 PACC, the team ensure all applications and Business as Usual (BAU) expenditure complies with MoD regulations and a full audit trail is maintained for income and outgoings.

(4) **PACC WO.** Conducts all administration on the Apprenticeship Service System which enables the drawdown from the tri-service levy.

(5) **Navy Finance Team.** Produce the monthly reports which detail the income and outgoings and offer support with compliance of financial regulations.

(6) **TMG Business Support Team.** Manage Business Cases for DDPT and support with all processing and compliance requirements.

(7) **CWD UPO.** Process the income received from the ESFA.

(8) **Navy Commercial.** Support with the commercial requirements of an Apprenticeship Fund Application.

SECTION 5

EDUCATION FOR PROMOTION

9633. Defence Literacy and Numeracy Direction

For all members of the Armed Forces, the English and mathematics requirement is encapsulated in the Literacy and Numeracy Direction, details of which are contained in JSP 822 Vol 8. This policy aims to ensure that the Functional Skills (FS) needs of Armed Forces personnel are addressed at the earliest opportunity to enhance their operational effectiveness, and potential for personal and career development.

9634. Education For Promotion

a. The Education for Promotion (EFP) Policy builds on the Defence Literacy and Numeracy Direction and is the collective term used to describe how the RN will deliver Functional Skills (FS) in English and mathematics in specified time scales. All Ratings/OR will be trained and assessed to L2 FS English and mathematics during Phase 1 and Phase 2 Training. Those who do not achieve the standard will be supported by regional hubs and LDO Ops teams. The EFP requirement is:

(1) A FS Initial Assessment is required for all personnel who do not hold GCSE Grade 9 - 4 (2017 onwards) or Grade A* - C (pre-2017), FS Level 2 or equivalent qualifications in English Language and Mathematics. See Annex 96P for a list of MOD approved proxy qualifications that give FS equivalences.

(2) Promotion to Leading Hand/Corporal. All personnel must attain a Level 1 FS qualification in English and mathematics in order to be educationally qualified for LH/Cpl[71]. The GCSE equivalent acceptable grades for promotion are minimum 3-1 (D-G).

Note. *For Level 2 Apprenticeships the minimum acceptable GCSE grade equivalent is 3-1 (D-G), effective from 1 Aug 24.*

(3) Promotion to Petty Officer/Sergeant (PO/Sgt). All personnel must attain a FS Level 2 qualification in English and mathematics prior to promotion to substantive PO/Sgt.

(4) There is no additional educational requirement for promotion to Chief Petty Officer/Colour Sergeant.

[71] Promotion Regulations (see BRd 3(1) Part 8) are to be consulted for specific branch selection criteria.

(5) The Qualified Educationally Warrant Officer (QEWO) competence is no longer valid or required; to be qualified for promotion to Warrant Officer, personnel will require English and Mathematics competences at FS Level 2. There will be no legacy rights and individuals will require English and mathematics competences at Level 2 to be annotated on their JPA competence profile, which may be obtained from the various competences listed below (competencies listed in italics are no longer available on JPA, but remain valid):

Educational|RN/RM Basic Skills Numeracy Level 2|Navy|
Educational|RN/RM Basic Skills Literacy Level 2|Navy|
Educational|RN/RM Key Skills AON Level 2|Navy|
Educational|RN/RM Key Skills Communication Level 2|Navy|
Educational|RN/RM Functional Skills Mathematics Level 2|Navy|
Educational|RN/RM Mathematics Level 2|Navy|
Educational|RN/RM Functional Skills English Level 2|Navy|
Educational|RN/RM English Level 2|Navy|
Educational|RN/RM English Proxy A*- C|Navy|Navy|
Educational|RN/RM Mathematics Proxy A*- C|Navy|
Educational|RN/RM Basic Skills Proxy Numeracy Level 2|Navy|
Educational|RN/RM Basic Skills Proxy Literacy Level 2|Navy|

(6) Where a competence is not annotated but an appropriate qualification is held, it is the individual's responsibility to provide evidence that they are educationally qualified. Requests for changes to educational status are to be submitted to NAVY PEOPLE-TMG PACC EFP Mailbox, together with certified true copies of the relevant certificates, or taken to a L&D Hub, ERO, UEO or the LDO Ops team. Once qualifications are confirmed as suitable, the new educational status will be entered directly onto JPA.

(7) Commonwealth and Non-British qualification evaluation will be conducted by NAVY PEOPLE-TMG PACC EFP Mailbox. Full qualification certificates are required; preliminary/provisional result slips are not acceptable. if the certificates have been lost, a letter direct from the institute must be emailed to NAVYPEOPLE-TMGPACCEFPmailbox@mod.gov.uk. Commonwealth and non-British qualification evaluations are for RN (accreditation or promotion) purposes only. Evaluation for any other reason, e.g., upon leaving the Service, is the individual's responsibility.

(8) TMG PACC TEAM will ensure that all qualifications gained outside of the UK are recognised to the comparable level, as advised by the Department for Education approved ENIC system. This comparability can be used for Apprenticeships and JPA EFP[72]. UK ENIC screenshots will be provided and JPA actioned accordingly.

[72] For RN mandated purposes (accreditation or promotion) any costs will be the responsibility of the RN, not the individual.

b. **Legacy Qualifications prior to 1 Apr 06**[73]

(1) NAMET scores of 5:5 and above will remain extant for the purposes of promotion to LH/Cpl and for Branch Transfer (BT) and Specialist Qualification (SQ) selection[74]. NAMET scores will not be taken into consideration when assessing whether an individual is at the correct educational standard for promotion to PO/Sgt[75].

(2) Personnel who do not hold a FS at Level 2 or a proxy qualification will need to attain the requisite FS qualifications in English and mathematics prior to promotion to PO/Sgt.

9635. Educational Criteria for Upper Yardman/Senior Upper Yardman and Warrant Officer Commissioning Schemes

a. Commissions and Warrant (CW) papers should be raised only for Upper Yardman/Corps Commission (UY/CC) candidates who meet, or are expected to meet, the educational criteria of five GCSEs in non-overlapping subjects at grades 9 - 4 / A*-C (or equivalent), including both mathematics and English Language. Functional Skills Level 2 in English and/or mathematics cannot be used in lieu of a GCSE A*-C/9-4.

b. The educational requirement for Senior Upper Yardman/Senior Corps Commission (SUY/SCC) candidates to have CW papers raised is two GCSEs grade A*-C/9-4 (or equivalent), one of which must be mathematics or English Language. To be eligible for the Final Selection Board, SUY and SCC candidates are required to have GCSEs Grade A*-C/9-4 in mathematics, English Language and two other non-overlapping subjects, a total of four GCSEs (or equivalent). Functional Skills Level 2 in English and/or mathematics cannot be used in lieu of a GCSE A*-C/9-4.

c. For the Warrant Officer 1st Class Commissioning Scheme (WOCS), the minimum Educational Standard is two GCSEs Grade 9 – 4/A*- C in both English Language and mathematics prior to the date of the Commissioning Board.

d. Common equivalent qualifications that are accepted in lieu of the GCSE are as follows:

(1) Scottish Intermediate 2. Standard Grade 1,, National Grade 5 (A-C)

(2) GCE Ordinary Level (Grade A, B or C).

(3) Certificate of Secondary Education (CSE) Grade 1.

[73] Individuals who rejoin the Service as ABs have legacy rights if their initial date of entry was prior to 1 Apr 06.
[74] Results can be split e.g. NAMET for one element and Functional Skills for the other, in order to be most beneficial for the individual.
[75] NAMET 0:0 denotes GCSEs in English and Mathematics at Grade C or above, further clarification on NAMET scores can be obtained from NAVY PEOPLE-TMG PACC EFP Mailbox.

e. The qualifications above are by no means exhaustive. In cases of doubt regarding the acceptability of qualifications or subjects, upon submission of certified true copies of certificates, NAVY PEOPLE-TMG PACC EFP Mailbox will evaluate academic/vocational qualifications.

f. A pass at the Admiralty Interview Board (AIB) will not negate the requirement to meet the educational criteria; consequently, candidates who fail to obtain the required educational standards will not be considered by the Final Selection Board (FSB) and will need to re-submit their application for the relevant scheme once they are educationally qualified. In circumstances where a candidate's education results are due after their attendance at the AIB, result must be received before an otherwise eligible candidate can be considered at the FSB.

g. Requests for changes to educational status are to be submitted to NAVY PEOPLE-TMG PACC EFP Mailbox with certified true copies of the qualification certificates. Once qualifications are confirmed as suitable, the individual's new competence profile will be recorded directly onto JPA. The authority for recording on JPA the competence Qualified Educationally for UY/SUY rests solely with the TMG PACC TEAM.

9636. Additional Educational Criteria for Upper Yardman and Senior Upper Yardman

a. **Candidates for Upper Yardman Engineer Officer (UY(E)).** Candidates for Engineering specialisations are required to have additional qualifications over and above the basic requirement listed at Para 9615. They are required to have successfully completed degree level study leading to the award of an appropriate engineering degree which is accredited to Incorporated Engineer level by the Engineering Council. SUY Engineer Officer candidates are subject to different requirements, as detailed in Chapter 50. The Service has three routes available to enable candidates to achieve the UY(E) requirement: UY(E) University of Portsmouth Degree Scheme (UY(E) UoPDS), a Degree Apprenticeship or the Defence Technical Undergraduate Scheme (DTUS). Selection to the DTUS will be limited to those candidates who display outstanding officer and academic potential early in their Service career and who achieve an AIB Final Board Score of at least 250 marks, commensurate with that of a potential University Cadet Entry (UCE) candidate. Detailed pre-educational requirements for UY(E) candidates may be found in Chapter 50.

Note. *Reporting Officers are advised to discuss a potential UY(E) candidate's current academic achievement and any study being undertaken with the appropriate Upper Yardman Recording Authority (UYRA) before commencement of CW papers. Such action will avoid nugatory reporting for ratings who are unlikely to meet the educational standard required to study for an Engineering degree.*

b. **Upper Yardman/Senior Upper Yardman.** Those qualifications required for entry into specialisations, over and above the basic requirement, are as follows:

(1) **Candidates for Training Manager (TM).** Candidates for TM must have gained, or be in the process of gaining, a degree that is recognised within the UK. Candidates will not normally be able to attend the AIB until they have received their degree results in writing. Only in exceptional circumstances, and with the approval of AIB Cdr(E), will candidates be permitted to attend the AIB without written evidence of their degree results. It should be noted that entry into the Officer Corps will be on production of either the degree certificate or a document containing the candidate's final results.

(2) **Candidates for QARNNS.** In-Service candidates for QARNNS must be registered with the Nursing and Midwifery Council (NMC). At the discretion of the QARNNS Recording Authority (RA), candidates may be deferred when there are already too many nominations or when, in the Recording Authority's judgement, and with the agreement of the Commanding Officer, a candidate is not yet ready to attend the AIB.

c. **Recording of Results.** Results should be recorded by following the guidelines below:

(1) **Data Capture.** Accurate recording of FS information is critical in support of the personal development of the individual, as such details of FS assessments and qualifications need to be captured at the earliest opportunity on JPA as a competence. New Entry training establishments are to ensure that the appropriate results are recorded on entry to the Service. Phase 2 training establishments are to update records to reflect any improvement in an individual's qualifications generated by successful completion of FS elements of the relevant Apprenticeship Programmes.

(2) Authority for updating English and mathematics competences to JPA has been delegated to a limited number of authorised personnel within L&D Hubs. The TMG PACC Team is the central point of contact and competence recording authority for FS qualifications, English and mathematics GCSEs and educational equivalencies. Verification of education equivalences remains the sole responsibility of the TMG PACC Team.

(3) It is not a requirement for individual qualifications to be recorded within the qualifications area of JPA. The main priority is that the individual's JPA competence profile accurately reflects the Educational/Professional Qualified competence and that the individual is educationally qualification for promotion. It is the responsibility of individuals, Divisional Officers/Troop Commanders to ensure that JPA is updated with any other qualifications (JSP 794 refers).

(4) Due to GDPR and limited storage space, paper records of individuals' qualifications will no longer be retained by the TMG PACC Team.

9637. Access to English and Mathematics Support and Testing Provision

a. Opportunities to achieve the pre-requisite level of FS certification for promotion are available through accredited training, such as the Apprenticeship Programmes integrated as part of Phase 2 Training and the Advanced Apprenticeship Schemes associated with career courses. These schemes enable achievement of FS Level 1 and 2 qualifications through the completion of nationally recognised assessments in English and mathematics. Personnel registered on the Apprenticeship and Advanced Apprenticeship Schemes who successfully complete the FS tests at the appropriate level will qualify educationally for promotion to either LH/Cpl or PO/Sgt as appropriate.

b. Where personnel need to achieve FS outside of the formal training system, opportunities exist through the network of L&D Hubs. The programmes offered in the Hubs are tailored to suit the individual's current knowledge, circumstances and abilities. Usually, most of the programme is delivered via an e-learning medium with assistance from an E-Learning / Functional Skills Coach (EL/FSC) or equivalent. Such programmes are supplemented with 1:1 tuition from the English or Mathematics Tutor and, where tutors are not available, EROs, LDO Ops and UEOs or equivalent should be able to assist. If needed, the help of Specific Learning Differences Advisers (SpLDA) can also be accessed. When e-learning is deemed to be unsuitable for an individual, face to face tuition will be offered. A choice of electronic or paper-based examination is also available.

c. Onboard a ship, individuals can achieve FS qualifications if help is available from an LDO Ops officer or an ERO. Offline learning materials and 1:1 or small group tuition is usually used, leading to a paper-based test. The test must be invigilated by an LDO Ops officer or trained ERO.

9638. English and Mathematics Programme

The sequence of FS provision may be summarised as follows:

a. **Initial Assessment.** Initial assessment (IA) establishes an individual's English or mathematics skill level in terms of the Regulated Qualifications Framework (RQF) levels (from Entry Level 1 to Level 2). Note: IA is not a qualification and cannot be used to qualify an individual for promotion.

b. **Diagnostic Assessment.** Diagnostic Assessment identifies an individual's specific ability and highlights areas of weakness. This provides a description of learning needs and assists the FS specialists in the compilation of a learner's programme planner, also known as an Individual Learning Plan (ILP). The ILP outlines short- and longer-term learning targets, a detailed programme to address the FS needs and a record of progress and achievement.

c. **Learning Support.** Learning Support is the programme of support developed by the FS specialist for the learner. It may comprise 1:1 or classroom tuition, group work, intensive courses, e-learning based programmes and distance learning.

d. **Mock Assessment(s).** Mock assessments would usually resemble the 'live' examination and are offered to the learner as an exam preparation tool.

e. **Testing For Qualification.** All FS programmes offered to Service personnel lead to a nationally recognised qualification that is awarded on successful completion of the final assessment(s).

f. **Tracking.** Accurate recording of FS information is critical in support of the personal development of the individual. It is therefore important that data on FS achievement by the individual follows them through their training and throughout their service career.

9639. Educational Qualification for Promotion, Branch Transfer or Specialist Qualification Selection

a. EFP does not affect the education requirements of those branches or specialisations with a requirement for specific GCSE qualifications for entry.

b. NAMET scores achieved by legacy personnel for the purposes of selection for BT and SQ will remain extant for the service lifetime of the individual (this is applicable to AB/Mne's only: once promoted to LH/Cpl they no longer retain legacy rights). All other personnel (LH and above) who wish to be considered for BT and SQ will be required to achieve the relevant FS in English and mathematics.

SECTION 6

ACCREDITATION

9640. Accreditation of Naval Training and Experience

a. The Royal Navy is fully committed to the overarching Defence Direction for accreditation, which is contained within JSP 822 Vol 8.

b. Accreditation is the gaining of a whole or partial civilian qualification through the recognition of training and experience. Where accreditation does not meet the requirements for the full national qualification, schemes should provide opportunities for individuals to 'top-up' their learning to enable them to achieve the full qualification.

c. The purpose of this section is to:

(1) Provide an overview of the principles of accreditation.

(2) Identify RN specific issues.

9641. Accreditation Categories

Accreditation may be achieved in three ways:

a. **Career Course.** A service funded course that an individual is required to attend.

b. **Elective.** Additional training designed to complement a career course or extension of a Foundation Degree to an Honours Degree.

c. Through a combination of the above.

9642. Accreditation Sponsors.

The responsibility for accreditation within the RN falls to either Deputy Director People - Training (DDPT) for RN training or Branch Managers for branch specific training.

a. **TMG RN Training.** RN training comprises Leadership and Management training and University of Lincoln Courses (UoL). UoL courses include Royal Marines Young Officer Foundation Degree, International Defence Training Degree, BRNC Foundation Degree, Social Work Degree and Royal Marine Band Service Degree. Overall responsibility for the accreditation of these courses lies with DDPT, delegated to SO1 Pipeline Accreditation, working in conjunction with the appropriate lead schools and providers.

b. **Branch Led Training.** Branch Led Training is the responsibility of lead schools/heads of profession who will liaise directly with the appropriate accreditation bodies in consultation with NAVY PEOPLE-TMG PACC C2 and NAVY PEOPLE-PSP LD Pol ElectSO2, within the rules laid down in JSP 822 Vol 8. DDPT provides an advice/consultancy service in these cases.

9643. Overarching Principles

a. Accreditation is to be sought for all formal training, subject to it being able to meet the policy criteria and the necessary resources being available[76].

b. The RN will facilitate and fund accreditation in accordance with the following principles:

(1) Negotiate with Awarding Bodies, the highest level of recognition of all RN training and experience which contributes towards a Role Performance Statement (Role PS) or educational outcomes. The choice of accreditation to be pursued will depend upon the following:

(a) An assessment of the value of the qualification in the current and future civilian employment market and its associated value to recruitment and retention. Particular attention should be given to the likely completion rates of the chosen route.

(b) The nature and scale of the gap between Role PS and the standard required by the civilian qualification.

(c) The availability of resources to bridge the gap to a higher civilian standard.

(d) The value (skills, professional contacts) that may benefit the RN as a result of holding that award whilst the individual remains in Service.

(e) Government policies and the related ability to access Education and Skills Funding Agency (ESFA) funding to support any additional training or administrative effort, (over and above the Role PS), that is required to facilitate accreditation.

(2) Provide opportunities for Service personnel to gain civilian accreditation in a structured and cost-effective manner, on a through career basis.

(3) Provide qualifications and accreditation mandated by national legislation.

9644. Awarding Organisations

Accreditation is to be sought for all formal training, as follows:

a. Selection of the most appropriate awarding organisation is a key consideration and will aid the overall development of any accreditation scheme.

b. Apprenticeship opportunities must be explored[77].

c. At the highest possible level as measured on the Regulated Qualification Framework (RQF).

[76] JSP 822 Vol 8 Ch 2.
[77] If in doubt NAVY PEOPLE-TMG PACC C2 can advise.

9645. Governance

Note. *This section is under review by SO1 Pipeline Accreditation as part of the SELBORNE programme. Any queries should be directed to NAVYPT-TMG-ApprenticeshipsTeam@mod.gov.uk.*

9646. Funding

All new accreditation requests must follow the Training Change Working Group (TCWG) and Customer Executive Board (CEB) process.

a. Accreditation can be funded either by the Service or by individuals, depending on the course. The availability of financial resources must be carefully considered prior to commitment to a given accreditation scheme.

b. Potential funding routes include the following:

(1) **NCHQ Funding.** For accreditation derived wholly from generic RN career courses, for example Leadership and Management courses, Service funding may be provided from a central budget by the TMG.

(2) **Other Service Funding.** For accreditation derived wholly from Branch specific career courses, Service funding will be provided by the requirements desk/lead school in question. TMG PACC C2 must be informed of all intended accreditation, including costs. Desk officers must seek advice from TMG PACC C2 before embarking on an accreditation route.

(3) **Individual Funding.** Where there is no service requirement for accreditation, individuals will be expected to self-fund their accreditation. This includes accreditation derived from courses which are not part of an individual's career requirement, or from personal elective learning.

(4) **Learning Credits.** Service personnel may be able to use Standard Learning Credits and Enhanced Learning Credits to fund accreditation provided that the qualification falls within the scope of the regulations in JSP 822.

9647. Responsibilities

a. The TMG is to:

(1) Inform Service Accreditation Policy;

(2) In conjunction with Branch Managers, maintain an Accreditation Database;

(3) Support wider MOD requirements and data collection;

(4) Maintain records of Quality Assurance Activities for all accreditations including site visits and reports.

(5) Maintain close working relationships with Branch/Career Managers and Accreditation Cells regarding RN Accreditation.

(6) Provide SME support to Schools/Establishments on Accreditation and explore further opportunities.

b. SME School Leads are to:

(1) Identify training that may attract civilian recognition and liaise with Awarding Bodies for the accreditation of branch specific training.

(2) Provide adequately trained assessors to support/undertake workplace assessments. Where practicable, assessments are to be based upon existing task book regimes.

(3) Ensure all quality assurance documentation, including Course Approval Activity Reports, are sent to NAVY PEOPLE-TMG PACC C2.

SECTION 7

OFFICER CAREER DEVELOPMENT

9648. Officer Career Development Programme (OCD)

Note. *This section is under review and will be transitioned to Chapter 97 at the next BRd 3(1) review.*

a. The regulations for the current programme for OCD apply to all RN Officers. Additional guidance for RNR Officers is currently under development but all stages are available where capacity exists.

b. OCD regulations are published in BRd 3(1) Chapter 97, Professional Military Education (PME)

c. Further OCD details and course dates are published by RNTM

d. **OCD Regulations.** The regulations relating to attendance on the separate elements of the OCD are as follows:

Table 96-4. OCD Regulations

Course	Regulations	Comment
1 – Junior Officer Leadership Course 1	Prerequisite for JOLC2	To be attended prior to completion of Phase 2 Training. Due to the experience gained during their Naval careers, SUY (and some UY) officers have acquired considerable management and leadership experience in comparison to Direct Entry officers. For SUY and UY Officers who have successfully passed SRLC, they will no longer be required to attend JOLC1. The requirement to attend JOLC1 remains for those SUY and UY officers who have only passed LRLC.
2 – Junior Officer Leadership Course 2	Prerequisite for ICSC(M)[78]	To be completed prior to selection/attendance for ICSC(M).
3 – Naval Analysis Course	Prerequisite for ICSC(M)	To be completed prior to selection/attendance for ICSC(M). Primarily attended by OF2s of 2+ years of seniority.
4 – Intermediate Command and Staff Course (Maritime)	Aspirational prerequisite for Full Commission Stage (FCS) transfer	Contact your CM for details. Those officers who have not successfully completed ICSC(M) may be considered less favourably by transfer selection boards. Note that it is unlikely that an individual will be selected for ACSC who is not Full Commission Stage (FCS).
5 – Pre-ACSC Critical Thinking Skills Course (CTSC)	To be completed post selection for ACSC (but prior to the start of ACSC)	Mandatory for RN personnel and desirable for RM personnel.

[78] There is no requirement for RM, RFA, WOs or International students to have completed JOLC2 prior to attending ICSC(M).

SECTION 8

PROFESSIONAL MEMBERSHIPS

9649. Professional Membership

Professional Bodies are typically non-profit making organisations which seek to further a particular profession, the interests of the individuals engaged in that profession and the public interest in general. Membership of a professional body indicates a level of competence within a particular field and is normally accompanied by post-nominal letters (e.g. MIEE, CEng, etc). From a Naval perspective, professional bodies can be seen as falling into one of two categories:

a. **Branch Specific.** Certain branches or trades will have an obvious linkage to a particular professional body, for example, the various engineering branches.

b. **Generic.** In addition to branch specific skills all Naval personnel will, throughout their career, build up expertise in leadership and management. These skill sets can also be mapped across to professional bodies. One example of this is through the Professional Recognition Awards (PRA), details of which may be found in the PRA DIN.

c. **Level of Professional Membership**.

Each professional body will have its own rules of admission and criteria for membership, but as a guideline the following are the levels that commonly exist:

(1) **Associate/Affiliate.** The lowest grade of membership, normally offered to those who have either recently qualified at the graduate level and have little or no practical experience, or those with experience but a level of achievement deemed to be lower than graduate level (typically junior officers and LH/PO).

(2) **Full Membership.** Typically offered to those with qualifications at a graduate level and/or significant experience at working in a responsible position within their field of expertise (typically senior Lt/Lt Cdr and CPO/WO2/WO1).

(3) **Fellow.** Normally only offered to those in more senior positions with a wealth of experience and/or knowledge at a Master’s degree level (normally Cdr+, sometimes senior Lt Cdr/WO1).

(4) **Chartered Status.** An additional level of professional competence can be indicated by achieving Chartered Status. This indicates a range of relevant professional skills as well as technical and commercial leadership, interpersonal skills and commitment to professional development.

d. **Mandated Membership.** In general, the RN[79] does not require personnel to be a member of any professional body, and thus does not normally mandate or centrally fund any schemes. In exceptional cases, if a particular assignment requires membership, then it may be funded by the organisation which sets the requirement for the membership, but only for the duration of that assignment.

e. **Elective Membership.** RN personnel may elect to join any professional body for which they are qualified. The rules governing membership are those of the professional body in question and not of the RN.

f. Standard and Enhanced Learning Credits cannot be used to pay for membership fees[80]. The only exception may be where both substantial additional work and an examination, assessment or assignment is undertaken which is not an integral part of the service course syllabus. Each case will be considered on its merits.

9650. Corporate Membership Schemes

a. A number of professional bodies offer corporate membership schemes to RN personnel. In each case certain elements of RN training and experience will have been mapped onto the membership criteria of the body in question, and this mapping exercise is normally in lieu of the portfolio of evidence that a professional body would typically require for membership.

b. It must be emphasised that the rules and regulations of each corporate scheme are dictated by the relevant professional body, not by the RN. It is entirely possible therefore that the levels of membership offered to naval personnel will vary, depending on the rules of the body in question. All fees associated with these membership schemes are paid directly to the professional bodies, although in some cases the RN may collect the fees to simplify administration.

9651. City and Guilds Professional Recognition Award in Leadership and Management

a. The City & Guilds Professional Recognition Award (PRA) has replaced the old Senior Awards. The PRA grants two certificates; a Regulated Qualification Framework (RQF) award and a City & Guilds Award (which entitles the holder to a post nominal). PRAs allow individuals to gain valuable recognition for their personal achievement and application of professional knowledge within the military. In addition, it provides future civilian employers with a recognised performance benchmark offered under the City & Guilds Royal Charter. They are most useful to those about to leave the Naval Service who wish to have their service experience recognised by a Civilian provider. The application form can be found at Annex R and the application and payment procedure can be found at Annex S.

[79] Special rules may apply to Engineering and Medical Branches.
[80] By definition, these schemes are intended to fund Learning. Full details of both schemes in JSP 822 Vol 9.

b. **Accreditation Levels and minimum eligibility criteria.** PRAs have been mapped directly to Command, Leadership and Management (CLM) courses have been mapped across to the equivalent qualification level.

(1) **Licentiateship (LCGI) (RQF 4)** is mapped to LRLC/CLDC and is awarded to Leading Rates and Corporals.

(2) **Affiliateship (ACGI) (RQF 5)** is mapped to SRLC/SLDC and Phase One Officer Training, and awarded to Petty Officers, Sergeants, Chief Petty Officers, Colour Sergeants, Sub Lieutenants and Lieutenants (RM).

(3) **Graduateship (GCGI) (RQF 6)** is awarded to Warrant Officers Class One and Two, Lieutenants (RN) and Captains (RM)[81].

(4) **Membership (MCGI) (RQF 7)** is mapped to Intermediate Command and Staff Course Maritime/Land and awarded to Lieutenant Commanders and Majors.

c. **Retired Personnel.** Retired Naval Service personnel are eligible to apply for the PRA up to two years after leaving the Service, provided they meet the above eligibility. Where retired personnel cannot complete Section 2 of the Application Form at Annex R, comprehensive proof of their eligibility must be supplied. A copy of their **discharge documents is mandatory** as part of the application process.

d. **Reserve Personnel.** Reserve Forces personnel are eligible to apply for the PRAs at the same level as Regular personnel, provided the eligibility criteria are met.

e. The Naval Service has established Delegated Authority status with City and Guilds, enabling a substantial reduction in fees for military personnel compared to the standard rates. This is a one-off cost. The table below outlines the PRA cost **effective from 01 Sep 25.** PRA costs are revised annually with effect from 01 Sep; applications for PRA received after 15 Aug will be required to pay the revised cost. Personnel submitting PRA applications from Jul – Sep are to contact NAVY PEOPLE-TMG PACC EDU Del to confirm the final cost.

Level	Current cost effective from 1 Sep 25 to 15 Aug 26
Licentiate	£123
Affiliate	£153
Graduate	£160
Member	£195

f. The PRA is **not eligible** for Standard Learning Credit (SLC) use.

[81] Current requirement of 2 years in substantive rank.

ANNEX 96A

APPLICATION TO SIT AN EXAMINATION

APPLICATION TO SIT AN EXAMINATION (FORMS)

ANNEX 96B

INITIAL APPLICATION FOR GREENWICH HOSPITAL HIGHER EDUCATION BURSARY

INITIAL APPLICATION FOR GREENWICH HOSPITAL HIGHER EDUCATION BURSARY (FORMS)

ANNEX 96C

APPLICATION FOR CONTINUING GREENWICH HOSPITAL HIGHER EDUCATION BURSARY

APPLICATION FOR CONTINUING GREENWICH HOSPITAL HIGHER EDUCATION BURSARY (FORMS)

ANNEX 96D

UNIVERSITY OF LINCOLN PART TIME TOP-UP UNDERGRADUATE SCHOLARSHIPS

1. P&T will fund up to 20 places per annum on part time Level 6 top-up undergraduate courses to those who have been awarded a foundation degree via previous study. Part time top-up undergraduate courses run remotely for 12-18 months from the University of Lincoln (UoL). For full details please visit the UoL website for the course details (linked below).

2. Top-up courses to full undergraduate degree are offered to Service Personnel in the following subjects and are subject to the University's entry requirements and RN's eligibility criteria. This includes candidates being in possession of a Level 5 foundation degree, or have experience gained through rank or work-based distance learning. Personnel must have discussed their chosen course with their CM ahead of their application to discuss onward employment and how the subject area is relevant and applicable to their future career. The following Undergraduate degrees are available:

a. **BSc (Hons) Maritime and Defence Studies.** Applicants to undertake this programme must ensure they have completed the FdSc in Maritime Studies as part of the Intermediate Warfare Officer Foundation (IWOF) course[1].

b. **BSc (Hons) Leadership and Management**[2]. This programme is open to anyone with an existing Level 5 qualification/foundation degree. This programme is the natural Route to Honours for Royal Marines officers who have completed the FdA in Leadership and Management.

c. **BSc (Hons) Logistics Management**[3]. The BSc (Hons) Logistics Management programme has been designed to develop students' capacity to successfully manage people, operations, and systems within a logistics environment.

d. **BSc (Hons) Human Resource Management**[4]. The BSc (Hons) Human Resource Management, a final year top up course, is designed to build on HR military professionals' skills, linking practical experience with academic theory to provide them with the opportunity to enhance their knowledge and expertise in Human Resource Management.

e. **BSc (Hons) Engineering Management**[5]. The BSc (Hons) Engineering Management as a final year top-up course. The degree presents military engineers and technicians at all levels with an opportunity to enhance their managerial and academic skills within their particular area of operational expertise. Qualified applicants will join the degree in the third year.

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[1] Maritime and Defence Studies | BSc (Hons) | University of Lincoln (https://www.lincoln.ac.uk/course/defssbub/). Email contact: Selborneadmin@lincoln.ac.uk
[2] BSc (Hons) Leadership and Management | Military Programmes | University of Lincoln.(https://www.lincoln.ac.uk/lbs/militaryprogrammes/bschonsleadershipandmanagement/) Email contact: wbdladmin@lincoln.ac.uk
[3] BSc (Hons) Logistics Management (Military) | Military Programmes | University of Lincoln (https://www.lincoln.ac.uk/lbs/militaryprogrammes/bschonslogisticsmanagementmilitary/)
[4] BSc (Hons) Human Resource Management (Military) | Military Programmes | University of Lincoln.(https://www.lincoln.ac.uk/lbs/militaryprogrammes/bschonshumanresourcemanagementmilitary/) Email contact: wbdladmin@lincoln.ac.uk
[5] BSc (Hons) Engineering Management (Open Military) | Military Programmes | University of Lincoln. (https://www.lincoln.ac.uk/lbs/militaryprogrammes/bschonsengineeringmanagementopenmilitary/) Email contact: wbdladmin@lincoln.ac.uk

ANNEX 96E

UNIVERSITY OF LINCOLN FOUNDATION DEGREE OPERATIONS MANAGEMENT SCHOLARSHIPS

1. P&T will fund up to five places per annum on this part-time, two-year foundation degree at UoL. The Foundation Degree in Science (FdSc) Operations Management is open to all ranks, who have direct responsibility for tasks and resources. Modules include Operations Management, Managing People, Planning and Control Systems, Academic Study Skills, Developing Skills as a Leader, and an Operations work-based project (see Table 1).

2. Method of study. The FdSc Operations Management is a Work-Based Distance Learning (WBDL) degree which aims to bridge the gap between learning at work and learning at university. The programme considers the high level of skills and learning which are demonstrated every day in the workplace and provides a degree framework to support and accredit this learning. This is a flexible learning package with the ability to pause studies and re-join a later cohort. There is no face-to-face teaching or on campus attendance required with all teaching delivered online.

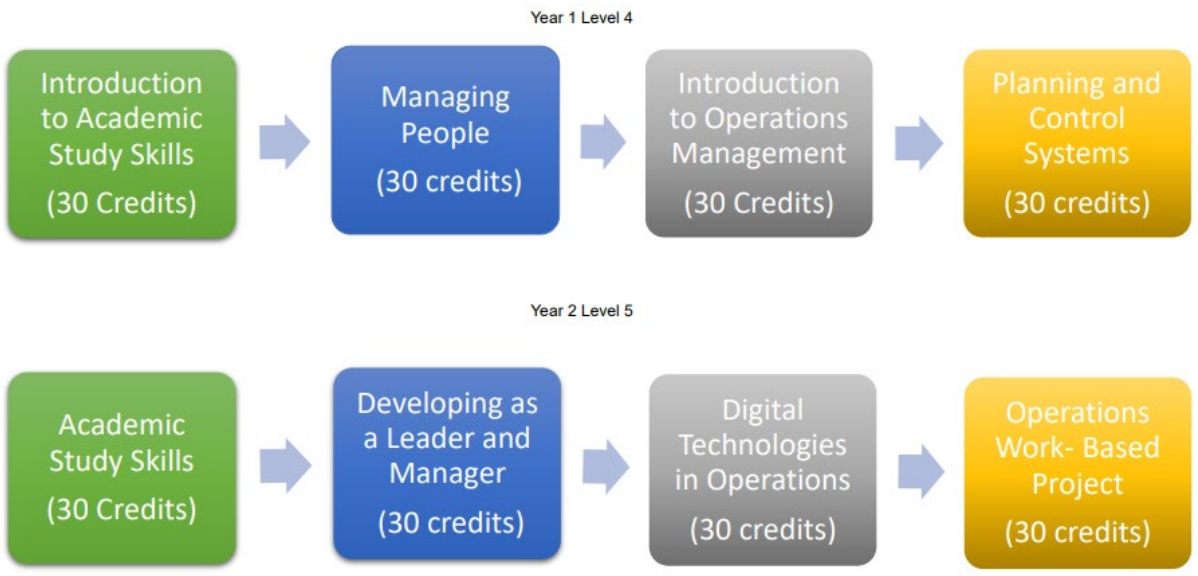
3. Course eligibility. The FdSc Operations Management provides those without formal higher education qualifications to get started with their management qualification journey, utilising their team leadership experience. The course starting point will be managed on a case-by-case basis, considering the individual's rank and level of experience. Recognised prior learning (RPL) will be considered and may be used to determine a shorter period of study (e.g., one year where possible). For example, Able Ratings with secondary associated duties such as secretary of a sports club could use their rank and experiences to achieve a place on the foundation degree. To get started using your rank alone you will need to hold the minimum of Leading Hand or Corporal. Leading Hands (with two years' experience and above) could expect to start the course from the second year and complete within a one-year period. Individuals who have reached the rate of Petty Officer (with two years' experience) could expect to be entered on to one of the one-year part time BSc (Hons) programmes. It is incumbent on the applicant to discuss their potential entry point with UoL[1] before completing their application on SCIO.

4. Commitment. The course and associated assessments are at foundation degree level and therefore, applicants should be prepared to offer the commitment and dedication to produce work of an appropriate standard. Throughout the programme, assessment methods are designed to enable students to develop their potential and are based on the development of close working relationships between the tutor and student. Hence, assessment strategies aim to reflect the focus of the course being on independent self-managed learning.

[1] For further enquiries, please contact the UoL Work-Based Distance Learning team on WBDLAdmin@lincoln.ac.uk.

5. Application. There are three intakes per year (Oct, Feb, and May – Oct and Feb available to RN). Funding for each intake should be sought from the annual ASB, which is held in May each year. When candidates apply to the FdSc Operations Management on SCIO, they are to state their preferred entry point in their application, which associated reasoning provided (e.g. I would like to apply for the FdSc commencing in Jan 26 due to operational commitments which will see me return from deployment in Dec 25). If a preferred date is not given, then the Oct 25 entry will be assumed. For more information on the course and how to apply, please contact the Work-Based Distance Learning Team[2].

Figure 96E-1: FdSc Operations Management modules (Level 4 and Level 5)



[2] WBDLAdmin@lincoln.ac.uk

ANNEX 96F

DIR P&T UNDERGRADUATE ACADEMIC SCHOLARSHIPS

1. Dir P&T will fund a limited number of places per annum on part time Foundation Degree (Fd)/full Undergraduate Degree courses. The UoL is the provider of choice[1], however, applications to study with other providers will be considered where UoL does not offer a realistic/similar alternative and a strong justification can be made, dependent on cost.

2. Courses can be on any subject (e.g. HR/Leadership and Management, Strategic Studies, Intelligence and Terrorism Studies), but applicants must provide compelling reasons when applying and justify their choice against benefit to the service and their own personal development.

3. Part-funded or part-completed degree courses cannot be funded by Dir P&Ts Undergraduate Academic Scholarship Scheme. Top-ups are permitted[2] under the rules of this scheme, however if an individual's course has already commenced, Dir P&T cannot part-fund the remaining course fees[3].

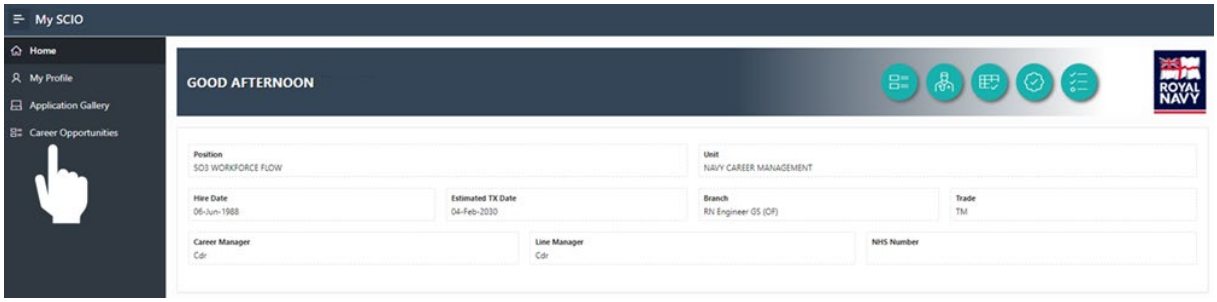
[1] UoL is the RN's Higher Education partner under Project Selborne.
[2] E.g., if a PgCert is already held, applications can be made to top-up that course to either a PgDip or Degree in the same subject.
[3] E.g., if an applicant has completed year one of a three year part-time undergraduate degree, they cannot claim for the remaining two years under this scheme.

ANNEX 96G

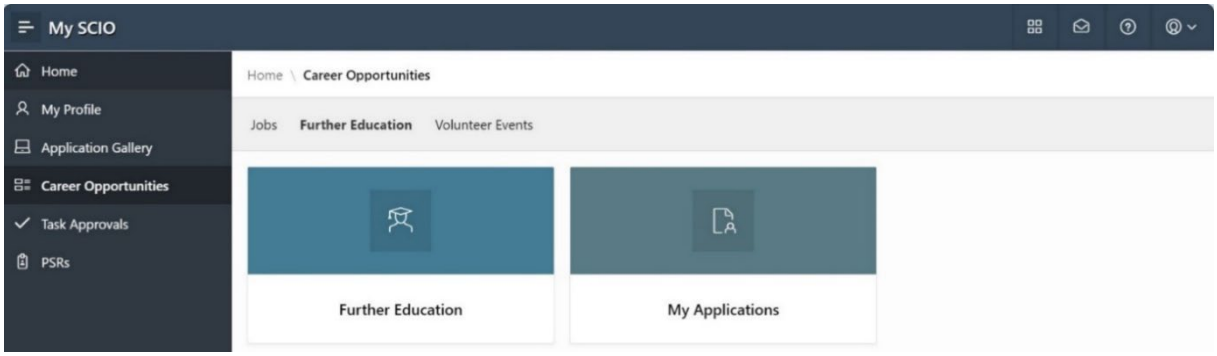
SCIO GUIDE TO APPLYING FOR ACADEMIC SCHOLARSHIPS

1. Logon to SCIO[1].

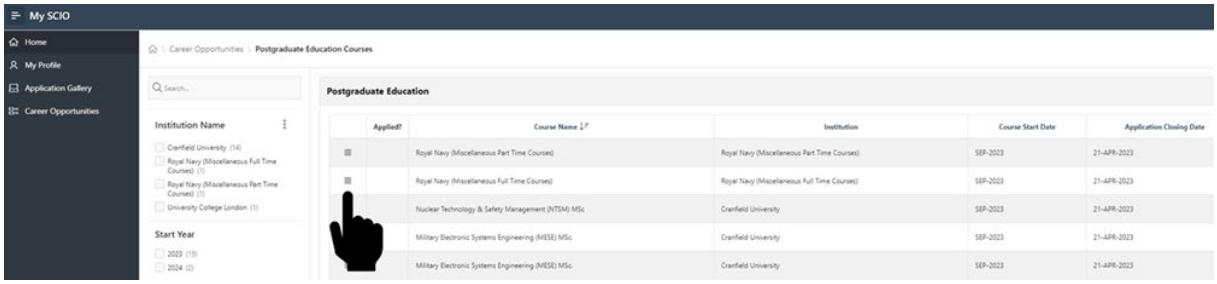
2. In the menu on the top left-hand side of the screen, click ‘Career Opportunities’.



3. You will see three options in the second banner (‘Jobs’ is automatically selected). Click ‘Further Education’/’Education’.



4. Select your preferred course, by clicking the hamburger menu. You will receive two options; ‘Course Details’ or ‘Apply’. Click ‘Course Details’ to ensure you have selected the correct course. Click ‘Apply’ to start your application.



5. If you are applying for a course that is not one of the taught programmes delivered by UoL, select ‘Royal Navy (Miscellaneous Part Time Courses)’

[1] https://navyapps.jmt.cns.r.mil.uk/scio/f?p=444:1::::::

6. If you have applied for 'Miscellaneous Part Time Course' (as either a Foundation Degree or Full Undergraduate Degree), you must submit the following information within the 'Justification' box, so that the ASB has all the information about your application:

a. The name of the course.

b. Qualification gained.

c. The name of the University/College.

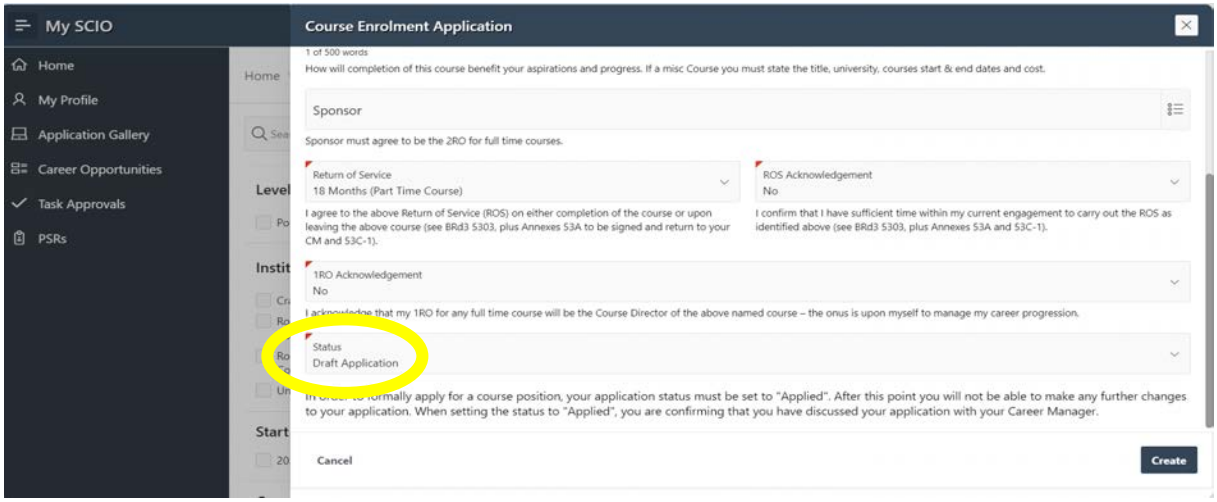
d. The course start date.

e. The length of the course being applied for.

f. The cost of the course.

7. All applicants are to complete the application form in accordance with this DIN, paying particular attention to Paragraphs 13-14 (individual justification and CM statement).

8. Once applicants have completed their form, they **must change the status of their application from 'Draft Application' (automatically selected) to 'Applied'** in the drop down menu in order to move the application to their CM. Applications can remain in draft form until the individual is happy for it to be submitted, but the status must be changed for the CM to have visibility of it[2].



9. Click 'Create' to save the application form. Note that the status can remain as 'Draft Application' when 'Create' is selected. To change the status, individuals will need to return to their application and change the status to 'Applied'.

10. CMs are to input their statement to either support or not recommend candidates for Academic Scholarships. Note that automatic notifications (tasks) are not currently sent to CMs once a candidate applies for an Academic Scholarship[3]. Applications can be viewed on SCIO within the CM App under Reports > Further Education.

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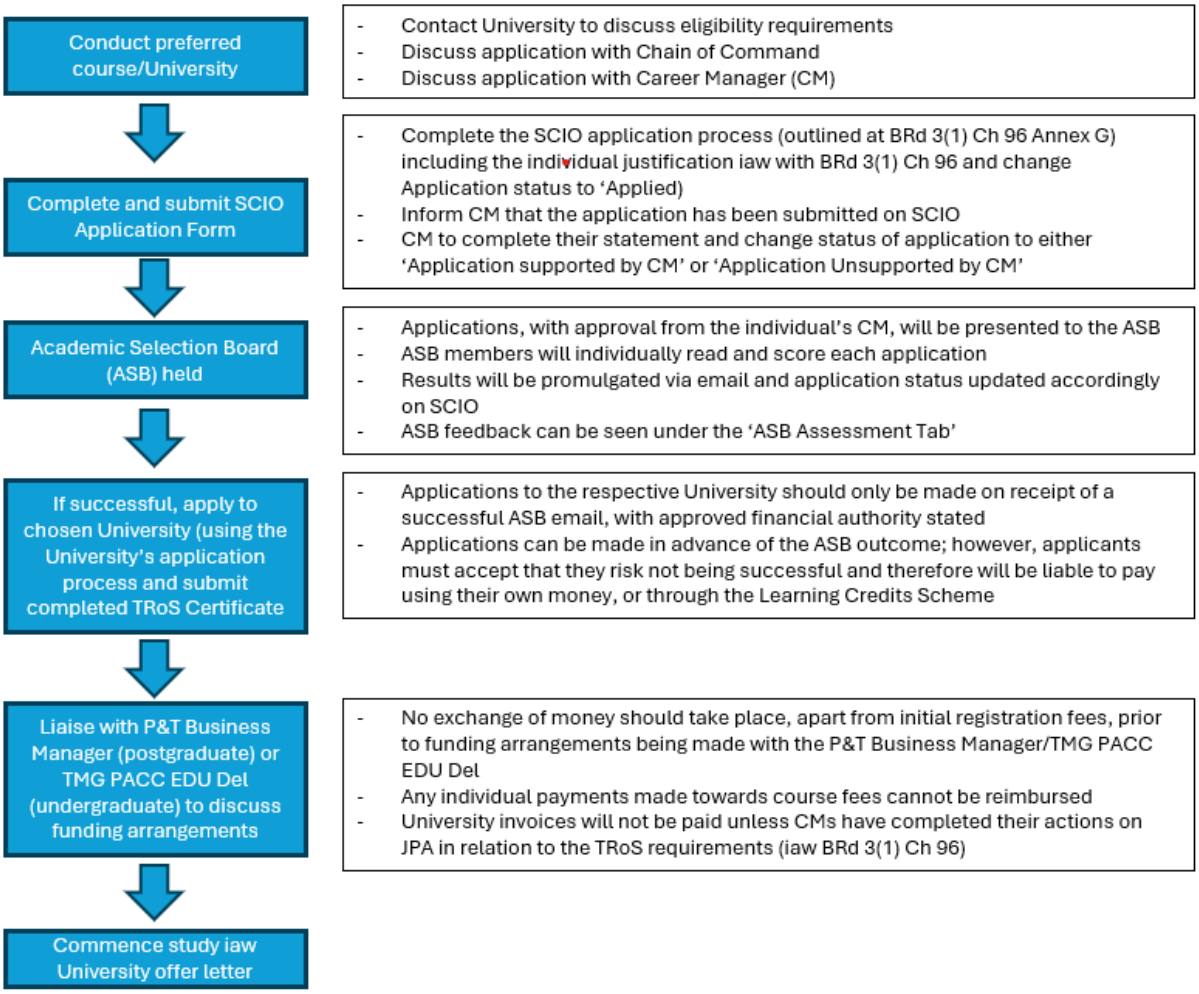
[2] Applicants who do not amend their status to 'Applied' will prevent the CM from inputting their statement, and therefore will not be presented to the ASB.

[3] This is a function that will be incorporated into SCIO in the future.

ANNEX 96H

ACADEMIC SCHOLARSHIPS APPLICATION PROCESS

Figure 96H-1. Academic Scholarships Application Process



ANNEX 96I

FULL AND PART TIME POSTGRADUATE OPPORTUNITIES AT THE DEFENCE ACADEMY, DELIVERED BY CRANFIELD UNIVERSITY

Note. *The number of course places and dates listed below are correct for the year stated. These may change on an annual basis depending on the SOTR for that year. The number of places will be updated at the BR review points; however, enquiries can be directed to NAVY PEOPLE-PSP LD Pol ElectSO2 for up-to-date figures and information.*

1. The Defence Academy (DefAc) provides a range of full and part time Postgraduate degree courses through its academic partner, Cranfield University at Shrivenham. A summary of the courses available are in the table below. For full details of DefAc full and part time offerings please refer to the 'Course Prospectus' on the DefAc website[1].

2. For students on part time courses, agreement is required from employers for their release and T&S funding approval for all residential modules. Where employers decline T&S funding, students agree to self-fund residential accommodation and associated costs.

3. Part time MSc course dates are 1 Sep 25 – 31 Jul 28. Part time PgCert and PgDip course dates are 1 Sep 25 – 31 Jul 27. Full time course dates are listed under the course headings below.

Course	Number of RN Places TY25/26
Full time	
Cyber Defence Information and Assurance MSc and Cyberspace Operations MSc	2
Defence Simulation and Modelling MSc	1
Explosives Ordnance Engineering MSc	3
Guided Weapons Systems MSc	2
Information Capability Management MSc	1
Military Electronic Systems Engineering MSc	1
Aerospace Vehicle Design MSc	3 (AE)
No 55 AeroSystems Course	

Course	Number of RN Places TY25/26
Part time	
Cyber Defence Information & Assurance MSc	9
Defence Simulation & Modelling MSc	1
Explosives Ordnance Engineering MSc	1
Guided Weapons Systems MSc	1
Information Capability Management MSc	2
Military Aerospace & Airworthiness MSc	2
Military Electronic Systems Engineering (MESE)	1

[1] https://www.da.mod.uk/

4. Cyber Defence & Information Assurance (CDIA) MSc and Cyberspace Operations (CSO) MSc. Full time course duration - 11 months. Course start date: 1 Sep 25

a. The CDIA MSc is designed to develop professionals who can effectively manage and exploit the threats and opportunities of cyberspace at the organisational level with both a defensive and corporate focus. The CSO MSc is designed to develop professionals who will be able to think, plan and operate in the cyberspace environment. The CSO and CDIA MScs share core modules and are of similar construct. The modules are delivered through a blend of ten 5-day mandatory residential classes at the DefAc and two online learning modules, in addition to approximately 600 hours of self-study per year (12-15 hours per week private study). Candidates should not underestimate the amount of private study required.

b. The target audience is OR7 – OF4 and candidates should be in or expect to be appointed to a cyber-related position. The courses are aimed at developing leaders in cyber within the MOD; they are not technical courses. Candidates should expect to undertake a cyber related leadership role in the future, rather than a more technical appointment. Further information can be found on Cranfield's website[2].

c. Note that the difference between the CDIA MSc and CSO MSc is one module only. The CSO MSc has a secret module that is not included in the CDIA MSc. Therefore, applicants can apply to either the CDIA MSc or CSO MSc on SCIO.

5. Defence Simulation and Modelling (DSM) MSc. Full time course duration – 1 year. Course start date: 1 Sep 25

a. The DSM MSc is intended to develop professionals who understand the benefits and challenges of the technologies, methodologies, principles and terminology of Modelling and Simulation as used across Defence. The course focuses mainly on representation at the battlespace level and above and covers applications such as experimentation, training, education, testing, analysis and the assessment of military forces, systems, and equipment. It is designed to develop intelligent customers who can provide advice on the design, development, procurement, use and management of Defence models, simulations and Synthetic Environments in order to achieve improved capability in a cost-effective manner.

b. DSM MSc Students will need to attend for two consecutive weeks at the beginning of study. Students must complete a taught phase consisting of eight residential modules, plus four advanced (self-study mini project) modules, followed by an individual research project and a written dissertation/thesis on a relevant topic. Further details about the course can be found on Cranfield University's website[3].

[2] https://www.cranfield.ac.uk/courses/taught/cyber-defence-and-information-assurance and https://www.cranfield.ac.uk/courses/taught/cyberspace-operations.
[3] https://www.cranfield.ac.uk/courses/taught/defence-simulation-and-modelling.

6. Explosives Ordnance Engineering (EOE) MSc. Full time course duration – 11 months. Course start date: 1 Sep 25

a. The EOE MSc is designed to provide practitioners, teachers and researchers in the fields of explosives and EOE with the advanced academic background necessary for them to contribute effectively to any military or commercial project requiring their expertise. The taught phase of the course contributes 120 credits to the MSc award in the form of a mixture of compulsory and elective residential modules. Most modules are 5 working days long and worth 10 credits. The exception to this rule is: 'Munitions and Target Response' (10 working days) and 'Addressing EOE Capability Gaps and Futures' (20 credits each and run over two academic terms). After successfully completing these modules which is equivalent to a PGDip award, the final part of the MSc requires the completion of a thesis project.

b. Dependent on experience, students may also need to attend some elements of Introductory Studies running 1 - 12 Sep 25. A detailed Timetable for this module will be provided by the Student and Academic Support lead for the course nearer the start date. In addition, students will need to attend Introduction to Explosives Engineering (22 - 26 Sep 25 dates tbc) and Research Tools Part 1 and Part 2 (29 Sep – 3 Oct 25 dates tbc). Further details about the course can be found Further details about the course can be found on Cranfield University's website[4].

7. Guided Weapons Systems (GWS) MSc. Full time course duration – 11 months. Course start date: 1 Sep 25

a. The GWS MSc is designed to educate students in the principles of guided weapons technology. It is suited for those who will be involved in defence intelligence and capability acquisition functions; whom may be involved the specification and analysis of such systems. The GWS MSc is a technical degree and assumes a level of knowledge of mathematics and science commensurate with an undergraduate science degree. The course will develop students' technical knowledge of all the component parts of guided weapon systems. It also enables students to carry out an in-depth investigation (part of their thesis requirement) into an area of GW technology to further enhance their analytical capability.

b. It is of primary benefit to services personnel who are about to be posted into GW-related positions with organisations such as DI, DSTL and DE&S (and their international equivalents). The taught phase of the course consists of twelve 5-day residential modules. After successfully completing the 12 modules, the final part of the MSc requires the completion of an 80-credit thesis project. Most candidates will be technical officers and scientists in government defence establishments, OR7 – OF4 officers and SNCOs with appropriate educational background and experience. Further details about the course can be found on Cranfield University's website[5].

[4] https://www.cranfield.ac.uk/courses/taught/explosives-ordnance-engineering
[5] https://www.cranfield.ac.uk/courses/taught/guided-weapon-systems.

8. Information Capability Management (ICM) MSc. Full time course duration – 11 months. Course start date: 1 Sep 25

a. Successive defence reviews, including the 2021 Integrated Review, have identified the need to deliver strategic advantage across all domains through the delivery and exploitation of information using joined-up systems of people, processes, and technology. Consequently, there is an increasing need for personnel with the appropriate skills and understanding of the principles, practices, methods and tools required to enable this advantage to be realised. The ICM MSc has been developed to meet this requirement, providing students with postgraduate level education in the principles and practices that underlie the delivery of effective, efficient, sustainable, and secure information systems and digital services across business and the battle space. The modules span areas such as Digital Business Strategy; Programme & Project Management; Cyber Security & Information Assurance; Software Engineering; Systems Architecture; Emerging Technology Monitoring; Systems Thinking; Data Modelling, Storage & Management; Data led Decision Support & AI; Methods and Tools, and Professional Issues.

b. The course is accredited by two professional bodies, representing IT professionals and Information professionals, these are The British Computer Society (BCS), and the Chartered Institute of Library and Information Professionals (CILIP).

c. The taught phase of the course consists of ten 5-day residential modules delivered at Shrivenham (which also include directed pre-module reading) and two distance learning modules. After successfully completing 12 taught modules, the final part of the MSc requires the completion of a thesis allowing the student to demonstrate their ability to make use of the knowledge gained during the course in a real-world situation aimed at delivering strategic benefit. The course is also offered as a PgDip and a PgCert, and individual modules are available as Short Courses for Credit for those operating in specialist areas.

d. Students must be in an appointment that will permit both release to the residential phases, and the completion of the distance learning modules and thesis. The course is aimed at upskilling those entering appointments that will influence future acquisition and policy in the Digital Domain. Open to senior OF2 – OF4. Other ranks will be considered by exception. Further details about the course can be found on Cranfield University's website[6].

[6] https://www.cranfield.ac.uk/courses/taught/information-capability-management

9. Military Electronic Systems Engineering (MESE) MSc. Full time course duration – 11 months. Course start date: 1 Sep 25

The MESE MSc is designed to provide education and training in electronic military systems and electronic warfare. It is suited for those who will be involved in the specification, analysis, development, technical management, or operation of military electronic systems. It covers military RADAR, electro optics, communications, and information systems emphasising the technology used in sub-system and systems. The taught phase of the course consists of twelve 5-day residential modules delivered over 2 years. After successfully completing 12 taught modules, the final part of the MSc requires the completion of an 80-credit thesis project. Most candidates will be technical officers in government defence establishments, OR7 – OF4 officers and SNCOs with appropriate educational background and experience and scientists. Further details about the course can be found on Cranfield University's website[7].

10. Aerospace Vehicle Design (AVD) MSc. Full time only

a. This MSc course provides a taught engineering programme with a focus on the technical, business and management aspects that encompass aircraft design in the civil and military aerospace sectors. Teaching integrates a range of disciplines required for modern aircraft design, for example: Aircraft systems design; Avionic systems design; Design for manufacture; Initial aircraft design; Operation and cost; Propulsion integration; Stability and performance; Structural design and airframe.

b. The AVD MSc is for AE Officers only and is tagged as a pre-requisite to specific RN role only. It is taught on a full-time basis for one academic year at the Cranfield University campus. For more information see the AVD MSc Cranfield website[8].

c. This course is paid for out of Dir P&Ts postgraduate fund and is not centrally funded by the MOD/Cranfield University Academic Partner contract.

11. No 55 AeroSystems Course. Course duration – 11 months. Course start date: 1 Sep 25

a. The AeroSystems Course is a postgraduate-level degree programme in AeroSystems and is designed to provide specialist education for personnel of the three Services, Civil Service, and international military personnel. Course duration is 46-weeks full-time which enhances knowledge and expertise in the realm of electronic warfare, aero-engineering, mission integration and role specific themes with the goal of training MAA approved test and evaluation qualified personnel and capability acquisition managers (QAS – Qualified AeroSystems).

[7] https://www.cranfield.ac.uk/courses/taught/military-electronic-systems-engineering.
[8] https://www.cranfield.ac.uk/Courses/Taught/Aerospace-Vehicle-Design?gad_source=1&gad_campaignid=22024783634&gbraid=0AAAAA-LoCDeVIWCSNFISqgzS8NKWRSJCK&gclid=EAIaIQobChMItYmunqGRjgMV2IRQBh2hAjI_EAAYASAAEgJO4PD_BwE

b. The AeroSystems course is multidisciplinary, covering the areas of uninhabited aircraft systems, guided weapons, electro-optics, communications, radar, electronic warfare, and information networks. The course covers the key concepts, fundamental principles, Space, test and evaluation, considerations of design, and critical thinking. The course includes the Cranfield Masters of AeroSystems (MSc), Air and Space Warfare Centre Intermediate Space Operations course, and Empire Test Pilots School Evaluator Aircrew course.

c. Graduates of the course can expect to be posted to appointments in Test and Evaluation, Requirements and Capability Management, Defence Equipment and Support (DE&S), research posts (including DSTL), and ASWC posts relating to Mission Support.

d. There are a finite number of funded places available, and applications are boarded and selected by the Air and Space Warfare Centre. UK military personnel should be Officers, WOs or SNCOs and have at least 3 years to serve or be prepared to extend as the course attracts an RoS commitment. The applicant's academic background will dictate the academic administrative enrolment process, to align with the University's academic entry standards.

e. Pre-sessional studies and a Research Workshop will take place in Aug 25 (date TBC). .DIN 2024DIN07-090 Aerospace Course Applicants provides more detail. The application closing date is 17 Mar 25. Queries should be directed to the AeroSystems Course Manager (aswc-aerosystems@mod.gov.uk).

ANNEX 96J

P&T POSTGRADUATE SCHOLARSHIPS

1. Full Time Masters Scholarships

P&T will fund **up to three** places per annum on other, full-time, Masters level courses of one academic years' duration at a mutually agreed University - harmony may be considered as a reason for choice. Courses can be on any subject (e.g. Maritime Management, HR/Leadership and Management, Strategic Studies, Intelligence and Terrorism Studies, etc), but applicants must provide compelling reasons when applying. Support from CM must be sought from outset.

2. Full Time Marine Engineering MSc

P&T will fund **up to two** places per annum on the full-time Marine Engineering MSc at University College, London (UCL). The aim of the course is to prepare Marine Engineer OF2 (and occasionally OF3) for immediate and longer-term career field employment in Capability and Acquisition by exposing them to the academic aspects of the design, analysis and operation of machinery and systems for warships, submarines, and auxiliary vessels. The programme covers a wide range of engineering subjects relevant to the development and procurement of marine engineering. The programme features two parallel streams: mechanical and electrical. Further details about the course can be found on the UCL website[1]. Support from CM must be sought from the outset.

3. Part Time/Distance Learning Postgraduate Scholarships

An increasing number of universities offer e-based distance learning courses at Master's level, where minimal (if any) attendance is required. P&T will fund approximately **20 new candidates** per annum seeking a complete Master's level qualification (and not just modules). The onus will be on the individual to demonstrate sufficient personal intellectual stamina and lifestyle capacity (including career plans) to complete the course.

4. Further advice on courses and universities can be sought from your local LDO Hub in advance of applications being made. It is important to note that all course fee payments (for those selected) must be made by the RN directly to the university, individuals **must not** make payments themselves as these will not be reimbursed. The financial arrangements will be managed by (NAVY PEOPLE-TRG-HQ N8 SO1).

5. Part Time Doctorate Scholarships

P&T will fund **up to two** applications for part-time Doctorates per annum for up to five years each in areas of mutually agreed research. These includes both academically focussed, traditional PhDs and the shorter professional doctorates that build on life experience. Candidates should already have demonstrated their suitability for study at this highest of levels through a proven academic record at postgraduate level and may need to undertake a research techniques module. An example of the type of research that could be undertaken is Cranfield University are currently searching for potential military candidates to undertake two research opportunities in Underwater Warfare. For more information regarding this opportunity please contact Dr Temple – t.temple@cranfield.ac.uk).

[1] https://www.ucl.ac.uk/prospective-students/graduate/taught-degrees/marine-engineering-mechanical-electrical-msc.

6. Wilkie Calvert co-supported PHd Studentship at Reading University

This scheme run by the University of Reading is aimed to build research focused partnerships with selected employers, and to support the career development of their talented individuals. Through the scheme, the University and employers will co-support early to mid-career professionals who are keen to develop their career by studying for and gaining a PhD whilst conducting research on a topic that is relevant to their organisation. For those selected Reading will provide funding to cover the cost of fees for part-time study for up to six years. Employers are expected to provide support in some tangible way such as time for study and access to facilities. For further details please contact the ASB Sec. Further information can be found on the Reading University website[2].

[2] https://www.reading.ac.uk/doctoral-researcher-college/funding/phd-studentships/wilkie-calvert

ANNEX 96K

LEARNING AND DEVELOPMENT ORGANISATION POINTS OF CONTACT

1. Learning and Development Hubs - General Enquiries

a. **LDO North region:**

HMNB Clyde:
NAVY PEOPLE-TMG LDO FAS Help (MULTIUSER)
(NAVYPEOPLE-TMGLDOFASHelp@mod.gov.uk)

NAVY PEOPLE-TMG LDO FAS-NDHelp (MULTIUSER) NAVYPEOPLE-TMGLDOFAS-NDHelp@mod.gov.uk

45 Cdo RM Condor: NAVY PEOPLE-TMG LDO 45Cdo Help (MULTIUSER)
(NAVYPEOPLE-TMGLDO45CdoHelp@mod.gov.uk)

b. **LDO East region:**

HMNB Portsmouth:
NAVY PEOPLE-TMG LDO POR LearnDev (MULTIUSER)
(NAVYPEOPLE-TMGLDOPORLearnDev@mod.gov.uk)

NAVY PEOPLE-TMG LDO POR Reset (MULTIUSER)
(NAVYPEOPLE-TMGLDOPORReset@mod.gov.uk)

HMS Collingwood:
NAVY PEOPLE-TMG LDO MWS-CWD Help (MULTIUSER)
(NAVYPEOPLE-TMGLDOMWS-CWDHelp@mod.gov.uk)

HMS Sultan:
NAVY PEOPLE-TMG LDO SUL Help (MULTIUSER)
(NAVYPEOPLE-TMGLDOSULHelp@mod.gov.uk)

HMS SULTAN Learning Support: NAVY PEOPLE-TMG LDO SUL SpLDA (MULTIUSER) NAVYPEOPLE-TMGLDOSULSpLDA@mod.gov.uk

Hamworthy Barracks:
MAB6-Education@mod.gov.uk

c. **LDO South Region:**

CTCRM:
NAVY PEOPLE-TMG LDO CTC Help (MULTIUSER)
(NAVYPEOPLE-TMGLDOCTCHelp@mod.gov.uk)

RM Norton Manor:
NAVY PEOPLE-TMG LDO 40Cdo Help (MULTIUSER)
(NAVYPEOPLE-TMGLDO40CdoHelp@mod.gov.uk)

RM Chivenor (CLR):
NAVY PEOPLE-TMG LDO CLR Help (MULTIUSER)
(NAVYPEOPLE-TMGLDOCLRHelp@mod.gov.uk)

BRNC:
NAVY PEOPLE-TMG LDO BRNC Help (MULTIUSER)
(NAVYPEOPLE-TMGLDOBRNCHelp@mod.gov.uk)

RNAS Yeovilton:
NAVY PEOPLE-TMG LDO YEO Help-TRG (MULTIUSER)
(NAVYPEOPLE-TMGLDOYEOHelp-TRG@mod.gov.uk);

NAVY PEOPLE-TMG LDO YEO Reset (MULTIUSER)
(NAVYPEOPLE-TMGLDOYEOReset@mod.gov.uk)

NAVY PEOPLE-TMG LDO YEO-LearnDev (MULTIUSER)
NAVYPEOPLE-TMGLDOYEO-LearnDev@mod.gov.uk

For Defence Trainer queries: NAVY PEOPLE-TMG LDO YEO DT (MULTIUSER)
NAVYPEOPLE-TMGLDOYEODT@mod.gov.uk

d. **LDO West region:**

HMNB Devonport: NAVY TRG HQ-LDO W ERC MULTIUSER (MULTIUSER)
(NAVYTRGHQ-LDOWERCMULTIUSER@mod.gov.uk)

RM Bickleigh Barracks: NAVY PEOPLE-TMG LDO 42Cdo Help (MULTIUSER)
(NAVYPEOPLE-TMGLDO42CdoHelp@mod.gov.uk)

RM Stonehouse: NAVY PEOPLE-TMG LDO 30Cdo Help (MULTIUSER)
(NAVYPEOPLE-TMGLDO30CdoHelp@mod.gov.uk)

HMS Raleigh: NAVY PEOPLE-TMG LDO RALEIGH Help (MULTIUSER)
(NAVYPEOPLE-TMGLDORALEIGHHelp@mod.gov.uk)

RNAS Culdrose: Navy cu-Air LD Hub (MULTIUSER)
(Navycu-AirLDHub@mod.gov.uk)

NAVY PEOPLE-TMG LDO DEV Help (MULTIUSER) NAVYPEOPLE-TMGLDODEVHelp@mod.gov.uk

NAVY PEOPLE-TMG LDO DEV FUNCSKLS (MULTIUSER) NAVYPEOPLE-TMGLDODEVFUNCSKLS@mod.gov.uk

e. **LDO Ops team:**

Deployed personnel should use the following contact details:
NAVY PEOPLE-TMG LDO Ops Help (MULTIUSER)
(NAVYPEOPLE-TMGLDOOpsHelp@mod.gov.uk)

2. Ships' Library Requests

NAVYPEOPLE-TMGLDOShipLib-Off@mod.gov.uk

3. Other LDO POCs

NAVY PEOPLE-TMG LDO RNRM Library (MULTIUSER)
NAVYPEOPLE-TMGLDORNRMLibrary@mod.gov.uk

NAVY PEOPLE-TMG LDO SERVICES (MULTIUSER)
NAVYPEOPLE-TMGLDOSERVICES@mod.gov.uk

NAVY PEOPLE-TMG LDO RN-ELCVets (MULTIUSER)
NAVYPEOPLE-TMGLDORN-ELCVets@mod.gov.uk

NAVY PEOPLE-TMG LDO ELC Vets (MULTIUSER)
NAVYPEOPLE-TMGLDOELCVets@mod.gov.uk

NAVY PEOPLE-TMG LDO RN HQ (MULTIUSER)
NAVYPEOPLE-TMGLDORNHQ@mod.gov.uk

ANNEX 96L

INSTRUCTIONS FOR THE MANAGEMENT AND INVIGILATION OF EXAMINATIONS

1. Introduction

The following generic instructions detail the processes to be followed by Commanding Officers (COs) and those Supervisors or Invigilators[1] for academic examinations, which include GCSEs and Functional Skills. Those nominated to invigilate examinations must also fully adhere to the instructions supplied by the Awarding Body for the specific examination; those instructions take precedence over the instructions detailed below. For examinations centrally funded through the Defence Examinations Centre, applicable instructions must be followed by Exams Officers. For the Functional Skills (FS), British Computer Society (BCS) qualifications and other recognised qualifications delivered in the L&D Hubs and onboard ship, SOP Q3, published on the LDO SharePoint site must be followed[2].

2. Instructions for Commanding Officers and Authorised Team Fisher Employees

a. It is the responsibility of the CO to see that examinations are held on the occasions required. The CO is responsible for the safe custody of examination papers, which are to be locked away on receipt and not handed to the Supervisor until the day of the examination.

b. Examinations are to be held on the date and at the time specified, although it is recognised that operational requirements are paramount. Should COs of operational units wish to change either the date or time of an examination, then prior permission must be sought from the Examining Authority in question. The risk of compromising the examination is to be minimised.

c. The CO is to ensure that the individual selected to act as the Supervisor/Invigilator Officer meets the criteria below and fully understands the responsibility of the role.

3. Instructions for Supervisors

a. Each examination held in a Unit or establishment is to be supervised by an officer not below the rank of Warrant Officer or, exceptionally, by other Senior Rates when specifically authorised by the CO to do so. The Supervisor is responsible for the proper conduct of the examination. The Supervisor is to be present throughout the examination. Where the Supervisor is not the Invigilator, then they are to be present at the beginning and at the finish of each paper.

b. The Supervisor is to arrange the space allocated for any examination such that candidates can be seated at a satisfactory distance apart (minimum 1.25 metres) and can be properly invigilated.

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[1] For example, authorised Team Fisher employees.
[2] https://modgovuk.sharepoint.com/teams/55461/DeliverELearning/Forms/AllItems.aspx?id=%2Fteams%2F55461%2FDeliverELearning%2FStaff Guidance%2F20200807-SOPQ3v9.pdf&parent=%2Fteams%2F55461%2FDeliverELearning%2FStaff Guidance

4. Instructions for Invigilators

a. Supervisors may call upon Invigilators to assist them. Invigilators are not to be below the rank of Warrant Officer, although COs may, exceptionally, specifically authorise other SRs to perform these duties. Invigilators are to be fully briefed before an examination about their duties, which are summarised as follows:

b. Under no circumstances during an examination are Invigilators to take any action which:

(1) Could distract or divert their attention as invigilators.

(2) Could cause a distraction for the candidates.

(3) Causes them to leave the examination room/compartment.

(4) Could create an opportunity for candidates to cheat.

c. A seating plan showing the names of candidates is to be produced by the Supervising Officer. This plan is to be retained by the UEO/ERO/Team Fisher for a period of six months after the date of the examination.

d. At least one Invigilator is always to be present in the examination room. If the number of candidates for an examination exceeds 30, a second Invigilator is to be appointed and situated at the back of the examination room. Where any room has only one Invigilator, another Invigilator should be on standby.

e. The sealed envelopes containing the question papers are to be opened only by the Supervisor, at the time of the examination and in the presence of the candidates.

f. Candidates are not allowed to bring into the examination room any books, notes or personal belongings which may prejudice the conduct of the examination, including any digital watches or personal devices which may connect to the internet, unless specifically authorised to do so in the instructions for the examination in question. All wall posters etc. or other matter in the room which could be of any help to candidates must be removed before the examination commences.

g. Candidates are to provide pens, pencils, rubbers and mathematical instruments as appropriate. They are required to write their answers in black ink only.

h. Where possible, candidates from the same ship, and candidates who have been working together in courses leading up to the examination, should be separated by random seating arrangements.

i. No candidate may enter the examination room once 30 minutes have elapsed from the beginning of an examination.

j. No candidate may leave the examination room within the first 30 minutes of an examination. Any candidate that leaves the examination room must then be supervised until the exam is completed by the other candidates.

k. A candidate who leaves the examination room intending to return is to be accompanied by an Invigilator throughout their absence from the room.

l. Candidates found giving or receiving assistance are to be dismissed from the examination room and reported to the CO of the ship or establishment in which the examination is taking place.

m. All examination material, including answer books, rough working sheets etc. and question papers are to be collected before candidates leave their desks. Specific examination instructions as stipulated by the examining authority are also to be followed. It is the responsibility of the invigilator to remind all candidates that they must not discuss the contents of any Functional Skills exam once they have completed it.

n. Scripts must be sent onwards using a traceable postal service or tracked email, such as Royal Mail ‘Signed For’ delivery. Authorised Examinations Officers are to ensure that receipt of postage is retained until arrival of candidates’ certificates.

ANNEX 96M

DUTIES OF THE EDUCATION AND RESETTLEMENT OFFICER

1. The purpose of the Royal Navy Learning and Development Organisation (LDO) is: “to support 2SL, Dir P&T and Commanding Officers to develop the intellectual potential of their people to maximise Operational Capability (OC) and ultimately prepare them for return to the national workforce”. The Education and Resettlement Officer’s primary role is to provide information and support to facilitate personal and professional development to the Unit.

2. The specific education duties include:

a. Liaising with the LDO (Ops) Officer assigned to the Unit for all L&D queries and for relevant information.

b. Maintaining the PFS requirement of access to an educational professional by arranging LDO (Ops) visits at least once in every 18 month period: alongside before deployment, during deployments and when in long refit.

c. Receiving the Education and Resettlement Officer Brief within two months of assuming the role.

d. Arranging deployed visits by LDO (Ops) and acting as host during that visit.

e. Maintaining an Education for Promotion (EFP) record based upon JPA-extracted data (provided by LDO (Ops)), and liaising with Divisional Staff to ensure personnel are aware of EFP requirements.

f. Liaising with LDO (Ops) NAVY PEOPLE-TMG LDO Ops Help (MULTIUSER) and NAVY PEOPLE-TMG PACC EFP MAILBOX (MULTIUSER) to ensure accurate recording of EFP qualifications and Upper Yardman/Senior Upper Yardman competences.

g. Supervising and maintaining the Ship’s Library and the Ship’s Core Professional Academic Library (SCPAL).

h. Providing information on Service Academic Qualifications:

(1) EFP maths and English.

(a) Act as or nominate a unit Functional Skills mentor.

(b) Refer learner to English and mathematics Tutor or LDO (Ops).

(c) Advise on EFP examinations and reporting procedures.

(2) University Short Course Programme.

(3) Route to Honours for Officers.

(4) Sponsored Post-Graduate Study opportunities.

i. Providing access to non-Service academic qualifications:

(1) GCSEs and A Levels:

(a) Advise on provision by distance learning providers.

(b) Act as Exams Officer for Unit through Defence Examinations Centre (DEC).

(c) Ensure that candidates have sufficient chance of passing the examination to justify the spending of Service funds.

(d) Arrange tuition onboard or at Learning and Development Hubs.

(e) Act as Invigilator, or delegate appropriately.

(2) Degree or other academic examinations:
Liaise with LDO and appropriate bodies to provide access to non-DEC examinations should they be requested by learners.

j. Providing advice on Educational allowances:

(1) Standard Learning Credits (SLCs):

Act as signatory for SLC Claims and maintain records.

(2) Enhanced Learning Credits (ELCs):

Refer ELC claims to LDO (Ops) or local L&D Hub.

k. Supervising Part Time Service Instructors (PTSI), ensuring provision is in accordance with BRd 3(1) Chapter 96 and JSP 752.

l. Directing personnel to Regional L&D Hubs for advice on Neurodiversity and Specific Learning Differences (SpLD).

m. Maintaining relevant Temporary Memoranda, noticeboards and personal development areas on the shared computer drives pertaining to Learning and Development, including (but not limited to) information on:

(1) Elective Education.

(2) Language learning and testing.

(3) Royal Navy Through Life Education Pathway (Ratings) and Officers Through Life Development Pathway.

(4) Royal Marine Officer Career Development Programme.

3. Specific resettlement duties include:

a. Directing Service Leavers to the local L&D Hub Service Resettlement Advisers (SRA) or Learning and Development Advisers (LDA) for mandatory resettlement interview.

b. Advising personnel on core resettlement entitlement:

(1) Advise on GRT.

(2) Advise on IRTC.

(3) Advise on support available from NAVY PEOPLE-PSP LearnDev Reset.

(4) Advise on support available from the Career Transition Partnership (CTP).

ANNEX 96N

PART TIME SERVICE INSTRUCTOR (PTSI) JPA COMPETENCY APPLICATION

PART TIME SERVICE INSTRUCTOR (PTSI) JPA COMPETENCY APPLICATION (FORMS)

ANNEX 96O

SPARE

ANNEX 96P

ENGLISH AND MATHEMATICS - QUALIFICATIONS, LEVELS AND PROXY QUALIFICATIONS

Table 96P-1. Certificates in Adult English and Mathematics Qualification Levels

Adult English and Mathematics Level	National Curriculum Equivalence
Level 2	GCSE 9-4/A* - C[1]
Level 1	GCSE 3-1/D - G
Entry Level 3	Entry levels are intended specifically for adults with limited Basic Skills to enable them to return to learning. Consequently, they do not have qualification equivalents.
Entry Level 2	
Entry Level 1	

1. Functional Skills (FS) sit at either Level 1 or 2 on the National Qualifying Framework NQF).

a. Functional Skills Level 2 in English and Mathematics cannot be used in lieu of a GCSE A*-C/9-4 for QEUY/SUY.

b. A proxy qualification is a recognised substitute qualification. An equivalent qualification is one has the same recognised attainment standards but may vary significantly in the breadth of curriculum covered. For example, a Cert in Adult English at Level 2 could be compared to a module that forms part of a GCSE. Both the certificate and full GCSE are at the same level, but the Certificate only covers one part of the full GCSE syllabus. The awards are equivalent, and a GCSE grade 9-4/A*-C is a recognised proxy for the Level 2 certificate, but not vice-versa.

2. MOD Approved Proxy Qualifications For Functional Skills Qualifications

Where an FS is required to meet a statutory requirement e.g. for completion of an Apprenticeship, only FS are acceptable; HM Government has directed that there are to be no proxy qualifications for FS. MOD, however, is free to determine its own range of proxies for FS. Tables 96P-2 and 96P-3 outline UK qualifications that are acceptable to the Royal Navy as proxies to the Level 1 and 2 Functional Skills Qualifications.

3. The lists of proxy qualifications are not exhaustive, and confirmation of proxy qualifications or education equivalencies can be sought from NAVYPEOPLE-TMGPACCEFPMAILBOX@mod.gov.uk. If required, additional advice will be sought from the apprenticeship teams iaw with Apprenticeship Standards. Non-British, commonwealth & foreign international qualifications will be evaluated by the TMG PACC Team.

[1] From Summer 2017 the GCSE grading system was progressively reformed, English and Mathematics GCSEs being the first to be changed; grades 9 - 4 equate to A* - C, grades 3 - 1 equate to D - G.

Table 96P-2. Level 1 Qualifications

Functional Skills Qualification in English - Level 1	Functional Skills Qualification in Mathematics - Level 1
GCSE English Language – Grades D-G/ 3-1 (Inc F & G)	GCSE Mathematics – Grades D-G/ 3-1 (Inc F & G)
GCSE English Literature - Grades D-G/3-1	
Functional Skills – English Level 1	Functional Skills - Mathematics Level 1
Any GCE A Level with English in the title (A-E)	Any A Level with Maths in the title (A-E)
Any GCE AS Level with English in title (A-E)	Any GCE AS Level with Maths in title (A-E)
International GCSE (IGCSE) English Grade D-G/3-1	International GCSE (IGCSE) Maths Grade D-G/3-1
GCE A Level grade A-E with English in the title	GCE A Level grade A-E with Maths in the title
GCE AS Level grade A-E with English in the title	GCE AS Level grade A-E with English in the title
International GCSE (IGCSE) grade D-G/3-1	International GCSE (IGCSE) grade D-G/3-1
SCOTTISH SCQF LEVEL 4	**SCOTTISH SCQF LEVEL 4**
SQA English Standard Grade – Credit 3 & 4	SQA Mathematics Standard Grade – Credit 3 & 4
SQA English Standard Grade– General 3 & 4	SQA Mathematics Standard Grade – General 3 & 4
SQA English & Communication – Intermediate 1	SQA Mathematics – Intermediate 1
SQA National 4 English	SQA National 4 Mathematics
	SQA National 4 Application of Mathematics (L1 equivalent for EfP)
SQA National 4 English Literature	
SQA SCQF 4 Core Skill: Communication	SQA SCQF 4 Core Skill: Numeracy
Irish Leaving Certificate English: **Ordinary** Level: **Up to & Inc 2016:** Grades D/D1-D3	Irish Leaving Certificate Mathematics: **Ordinary** Level: **Up to & Inc 2016:** Grades D/D1-D3
Irish Leaving Certificate English: **Foundation** Level: **Up to & Inc 2016:** Grades A1-B1	Irish Leaving Certificate: Mathematics **Foundation** Level: **Up to & Inc 2016:** Grades A1-B1
Irish Leaving Certificate English: **Ordinary** Level: **From 2017 Onwards:** Grades 5-6	Irish Leaving Certificate English: **Ordinary** Level: **From 2017 Onwards:** Grades 5-6
Irish Leaving Certificate English: **Foundation** Level: **From 2017 Onwards** Grades 1-2	Irish Leaving Certificate Mathematics: **Foundation** Level: **From 2017 Onwards** Grades 1-2

Table 906P-3. Level 2 Qualifications

Functional Skills Qualification in English – Level 2	Functional Skills Qualification in Mathematics – Level 2
GCE A Level English Language & Literature: Grade A-E	GCSE A Level Mathematics: Grade A-E
GCE AS Level English Language & Literature: Grade A-E	GCE AS Level Mathematics: Grade A-E
GCE O Level English Language: Grade A-C	GCE O Level Mathematics: Grade A-C
CSE English: Grade 1	CSE Mathematics: Grade 1
GCSE English Language - Grades A*-C/9-4	GCSE Mathematics - Grades A*-C/9-4
GCSE English Literature - Grades A*-C/9-4	GCSE Additional Mathematics: Grade A*-C/9-4
Functional Skills: English Level 2	Functional Skills: Mathematics Level 2
GCE A Level grade A-E with English in the title	GCE A Level grade A-E with Maths in the title
GCE AS Level grade A-E with English in the title	GCE AS Level grade A-E with English in the title
International GCSE (IGCSE) grade A*-C/9-4	International GCSE (IGCSE) grade A*-C/9-4
SCOTTISH SCQF LEVEL 5	**SCOTTISH LEVEL SCQF 5**
SQA National 5: English grade A-C	SQA National 5: Mathematics grade A-C
	SQA National 5 – Application of Mathematics grade A-C (L2 equivalent for EfP only)
SQA SCQF 5 Core Skill: Communication	SQA SCQF 5Core Skill: Numeracy
SQA English Standard Grade – Credit 1 & 2 (from Sept 2001)	SQA Mathematics Standard Grade – Credit 1&2 (from Sept 2001)
SQA English Standard Grade – General 1 & 2	SQA Mathematics Standard Grade – General 1 & 2
SQA English/Communication – Intermediate 2-Grades A-C	SQA Mathematics/Numeracy – Intermediate 2-Grades A-C
SCOTTISH SCQF LEVEL 6 & 7	**SCOTTISH LEVEL SCQF 6 & 7**
SQA Advanced Higher: English	SQA Advanced Higher: Mathematics
SQA Higher: English	SQA Higher - Mathematics

ANNEX 96Q

EDUCATION CONCESSIONS TO ENTITLED PERSONNEL OVERSEAS

1. Entitled Personnel

Service dependants and UK-based Service Department civilians and their dependants are entitled to join part-time education classes provided for Service personnel and will count towards the minimum number of six needed to set up a class (i.e. a mixed Service/Civilian class).

2. Classes

Classes may be established for entitled civilians in the absence of any initial demand from Service personnel, subject to the following requirements:

a. A prior application must be made in each case to LDO Hubs where new classes are set up as a direct result of this concession.

b. Part-time classes set up as a result of this regulation should take place in existing educational premises (including Service children's schools), or in other suitable Service accommodation which may be available without incurring additional expense to public funds.

c. Expenditure from public funds is permissible for incidental expenses, such as lighting, heating, and cleaning, arising from this concession, and for also for additional equipment, provided expenditure on this item is of a minor nature.

d. Local instructors must be used.

e. All classes must be equally available to Service personnel of all Services and their dependants and to UK-based Service Department civilians and their dependants.

f. Applications to establish a class should not be made unless minimum numbers are at least six and are likely to remain at or above that level for at least one term. The class is to be discontinued if numbers fall permanently below three.

g. Course fees should not be charged to students who attend courses run through the Part Time Service Instructor scheme. However, a small charge may be levied if there is a need to provide specialist materials for the course.

h. Textbooks, stationery and material for civilian students will not be supplied at public expense, except where textbooks are available from Service libraries.

i. When classes close after having run for more than three consecutive meetings, the current term's fee will be charged, but any fees paid to cover consequent terms will be refunded. Where classes close after not more than three consecutive meetings, tuition fees should be refunded in full, but not the cost of textbooks, stationery or materials.

j. The following qualifications must be met to employ an individual as a part time teacher:

(1) **A Level Qualifications and Equivalent.** Applicants should be a qualified teacher, and have an honours degree in the subject, or one closely related to the one they wish to teach.

(2) **GCSE Qualification and Equivalent.** Applicants should have a minimum of an A level in the subject and preferably experience of teaching at a similar level.

3. Vocational/Recreational

Applicants should provide an outline of the intended course prior to commencement, unless a syllabus exists e.g. from bodies such as City and Guilds.

4. Hourly rates of pay for Part Time Service Instructors (PTSIs) are detailed in BRd 3(1) Chapter 96 and in the tri-Service Regulations for Allowances JSP 752.

ANNEX 96R

APPLICATION FOR CITY AND GUILDS PROFESSIONAL RECOGNITION AWARD – ROYAL NAVY AND ROYAL MARINES

Section 1 – to be completed by the applicant

I wish to apply for the Award as follows:

Level of Award:	

Please complete your details below in BLOCK CAPITALS – the name you provide will appear on your certificates.

Surname:	Forename(s):
Date of Birth:	Tx Date (if you have left the RN/RM*):
Rank:	Service Number:
Service (RN/RM):	Substantive Rank Date:
Contact Tel No:	Email:
Address the certificates are to be sent to:	
Signature**:	

* Applications can only be accepted up to two years after discharge and must be accompanied by a copy of your discharge documents.

** Electronic signatures are accepted.

This form **must** be accompanied with:

- Confirmation of Payment email sent to you by DBS.
- A short CV (Service details will be verified from official sources)

- Proof of your substantive rank and seniority date (e.g. JPA personal/service details summary).
- For service leavers only, a copy of your discharge documentation.

Application forms will be returned if any of the above is missing. Ensure all signatures are provided. Note that Learning Credits may not be used to fund a Professional Recognition Award.

APPLICANT'S DECLARATION

I hereby apply for a City and Guilds Professional Recognition Award. I certify that all information provided in support of this application is authentic and accurate.

Applicants Signature:	Date:

Section 2 – to be completed by the applicant's current unit (or previous unit if a service leaver) by serving personnel of OF3 or above (OF4 or above for Membership/Level 7 PRA).

I certify that the above-named individual is eligible to apply for a Professional Recognition Award as indicated, and is aware that SLC may not be used to fund this application.

Name:	
Rank:	
Role:	
Unit:	
Email address:	
Telephone:	
Signature of certifying Officer:	

When completed, this form should be emailed to PRA Support Administrator (NAVY PEOPLE-TMG PACC EDU Del) with all accompanying documentation.

ANNEX 96S

PAYMENT PROCEDURE FOR CITY AND GUILDS PROFESSIONAL RECOGNITION AWARD – ROYAL NAVY AND ROYAL MARINES

1. Payments are to be made through https://www.gov.uk/payments/mod-dbs-fps/mod-invoice-payment.

2. When prompted to enter an invoice number, type in C&G, immediately followed by your service number (e.g., C&G30001234). You will then be asked to submit payment amount, followed by payment details. Once this has been done, you will receive a confirmation message, and an email will be sent to your account.

3. Following successful payment, personnel are to email the PRA Support Administrator, with the following details:

a. Copy of the confirmation of payment email from Defence Business Services (DBS).

b. A short CV outlining relevant experience, responsibilities, training & education.

c. Proof of your substantive rank and seniority date (e.g. JPA personal/service details summary).

d. For service leavers only, a copy of your discharge documentation.

4. **Claim Processing.** Applications will be processed by the 15th of the month. Prices increase on 1 Sep each year, therefore anyone applying after 15 Aug will be required to pay the revised price. If you have not received confirmation of your PRA within 8 weeks of submitting your application, please contact the PRA Support Administrator Email: NAVY PEOPLE-TMG PACC EDU Del.